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The development of exercises to give keener acuity in auditory perception skills grades III - VI.

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Service Paper

The Development of Exercises to Give Keener Acuity in Auditory Perception Skills Grades III - VI

Submitted by

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In Partial Fulfillment of

Requirements for the Degree of

Master of Education

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To Dr. Helen Blair Sullivan, Professor of Education and Associate Director of the Educational Clinic of Boston University, the writer wishes to express her sincere gratitude for her guidance, and sympathetic understanding.

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INTRODUCTION

This workbook has been developed in an effort to provide suitable instructional materials in overcoming a common cause of reading confusion --- the lack of highly developed auditory perception. When good word discrimination through auditory channels is present the progress in reading of most children is greatly accelerated.

Personal experiences and experimental studies have shown good word discrimination involves good auditory perception. The writer, dealing with reading disability cases over a period of years found that there was definite need to increase auditory perception skills. With this need came the realization that there was no material available on the intermediate level to overcome this phase of reading confusion.

Another purpose of the book has been to provide a series of exercises to be used by the child, arranged in order of difficulty. When practice in auditory discrimination grows out of customary daily lessons it becomes purposeful and effective.

The Development of Exercises to Give Keener Acuity in Auditory Perception Skills Grades III - VI

CHAPTER I

Summary of Previous Research

A study of the research concerned with auditory perception reveals that it is a very significant part of the reading process. Perception as defined by Warren[1] is "the awareness of external objects, qualities, or relations, which ensues directly upon sensory processes, as distinguished from 'memory' or other central processes." The term discrimination is defined as "perception of difference between two or more objects in respect to certain characteristics applied usually to quantitative differences."

Discrimination is a process of differentiation; perception is a higher level process of recognition. Auditory perception must not be conceived as a separate entity. The reaction is that of a total organism to a given situation. What is perceived and the meaning derived from hearing speech sounds depends upon the purposes which motivated the activity and previous experiences.

The ability to discriminate between the forms of words and between the sounds of words is a prerequisite to the development of word perception.

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[1] Warren, H. C., Dictionary of Psychology, Boston: Houghton Mifflin Company, 1934, pp. 80-196.

Monroe[1] states that the ability to hear sounds accurately and put them together in word building is one of the important phonetic skills contributing to reading. The statement is supported by a report of a correlation of .66 ± .04 between achievement and the scores on the auditory tests for reading readiness. The auditory test which had the highest correlation is one of several reading aptitude tests given to predict success or failure in beginning reading.

When reporting on types of deficient readers and methods of treatment Robinson[2] notes that some of the poor readers who are able to hear normally are unable to discriminate between similar sounds or words. Auditory discrimination tests were used to try and discover those children who had been unable to profit by the phonetic approach to beginning reading. The handicapped children were given special exercises to develop auditory discrimination before any formal phonetic training in the reading work was attempted. It was frequently noted that speech training was necessary. The preliminary training in auditory discrimination proved valuable for both the speech and reading work which was given later.

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[1] Monroe, M., "Reading Aptitude Tests for the Prediction of Success and Failure in Beginning Reading," Education, Vol. 56, September, 1935, pp. 7-14.

[2] Robinson, H.M., "Types of Deficient Readers and Methods of Treatment," Recent Trends in Reading, Supplementary Educational Monograph, Vol. 49, November, 1939, pp. 165-166.

In an article by Murphy and Junkins[1] it is reported that auditory discrimination of word elements is one of the abilities affecting the learning rate. Their program consisted of thirty, ten minute exercises in auditory discrimination and thirty exercises in visual discrimination. One hundred and fifty children had the exercises administered over a six weeks' period. This group had made little progress the first semester of the first grade. The children were divided into three groups. One group of fifty received training in auditory discrimination, another group of fifty received training to increase visual discrimination while the third group of fifty, the control, received no special work. Visual and auditory discrimination tests of word elements and a measure of learning were administered to the three groups. At the end of the six weeks' period the groups were retested. Results showed that marked progress had been made by the auditory and visual groups and that the two sets of exercises were effective in increasing the rate of learning to read.

Monroe[2] has found that the lack of discrimination of certain sounds may lead to a confusion of words, which in turn affects speech, or reading, or both. While studying the

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[1]Murphy, H.A. and Junkins, K.M., "Increasing the Rate of Learning in First Grade Reading," Education, Vol. 62, September, 1941, pp. 37-39.

[2]Monroe, M., Children Who Cannot Read, University of Chicago Press, Chicago: 1932, pp. 93-95.

influence of poor auditory discrimination upon reading defect cases at the Institute for Juvenile Research, she compared a group of thirty-two unselected children with thirty-two non-readers. A learning test was given to both groups in which the children were required to associate nonsense syllables with nonsense forms. The reading defect cases differed from the control group in that the latter group made fewer errors in auditory word discrimination. Lack of auditory discrimination was found to impede learning which involves auditory impressions. A further conclusion was that lack of auditory discrimination of words may be a specific defect in hearing just as color-blindness is a specific defect in vision.

Consideration of Betts[1] causes of inadequate auditory perception should be taken. Possible major causes can be: 1). Hearing impairments whereby a child cannot hear the speech sounds and of course he cannot learn to discriminate between them, 2). Inadequate background of experience where children are reared in homes that only speak a foreign language. Some degree of facility in the use of the English language is a prerequisite to successful participation in sound discrimination. Then, too, meager experiences in a limited home and community environment may have narrowed the

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[1]Betts, E. A., Foundations of Reading Instruction, Boston: American Book Company, 1946, p. 347.

child's experience so that the vocabulary used in word discrimination activities stands for things outside his experience, 3). Lack of mental maturity may reflect a deficiency in a short memory span, meager vocabulary, inability to perceive relationships, and the like may preclude the possibility of much success in reading activities. It is a foregone conclusion that reading is a thinking process, so mental maturity is an essential prerequisite, and 4). Associative learning handicaps might be a major cause of inadequate auditory perception because occasionally a pupil is discovered who has unusual difficulty in associating meaning with spoken symbols.

Murphy[1] reports that the ability to hear similarities and differences in the sound of words improves rapidly by specific teaching. Material designed to increase auditory discrimination was developed and the exercises were taught during ten-minute periods for thirty successive school days to fifty-one children in grades One and Two. Tests were constructed to measure various functions affecting beginning reading. These tests were administered to two groups of children before and after the exercises were taught. In the individual auditory test for identification and production of sounds the mean score of the experimental group was twenty-seven sounds correct

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[1] Murphy, H.A., "An Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading," unpublished M.A. Thesis, Boston University, 1940.

as compared to ten for the control group. All children in the experimental group exceeded the mean for the control group, while no child in the control group equalled the mean of the experimental group.

Durrell[1] maintains that many times difficulty in word mastery appears to be on the auditory side. He states that faulty enunciation appears to be at the root of confusion in reading. A child's reading becomes a conglomeration of slurred sounds because of poor enunciation.

As a result of the historical development of oral reading in the elementary program Leary[2] concludes that the emphasis on oral reading should be renewed. She states that the program should train the child to read intelligently and entertainingly so that his audience will feel he is speaking naturally.

Swanson[3] reports substitution in oral reading as the most frequent error at both levels of ability and that inaccurate perception, poor comprehension and slow rate of

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[1] Durrell, D.D., "Confusions in Learning," Education, Vol. 52, February, 1932, pp. 330-333.

[2] Leary, B.E., "What Does Research Say About Reading?" Journal of Educational Research, Vol. 39, February, 1946, pp. 434-444.

[3] "Studies in Psychology of Reading," University of Iowa Studies in Psychology, No. 21, Princeton, New Jersey: Psychological Review Company, pp. 36-59.

reading are elements common to both silent and oral reading among poor readers.

Dow[1] states that errors found in the early stages of reading appear on higher reading levels. From his study of reading errors in grades Four and Five, he reports the five outstanding errors found were:

1. poor enunciation,
2. inadequate word mastery,
3. errors on small words,
4. inadequate phrasing,
5. lack of expression.

These same errors were present and recurred to a high degree in a survey of third grade difficulties reported by Duffy and Durrell[2].

With inadequate word mastery as the most common difficulty perhaps it can be traced back to the fact that auditory discrimination or perception can be a basic factor for reading and there can be almost complete agreement with Betts[3] when he reports that the ability to discriminate or

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[1]Dow, S.E., "The Persistence of Errors in Oral Reading in Grades Four and Five," Journal of Educational Research, Vol.32, October, 1938, pp. 81-90.

[2]Duffy, G.B. and Durrell, D.D., "Third Grade Difficulties in Oral Reading," Education, Vol. 56, September, 1935,pp.37-40.

[3]Betts, E. A., op. cit., p.347.

perceive between speech sounds is a basic factor in language readiness for reading. Inability to make accurate auditory perceptions or discriminations may be caused by a hearing impairment, a perceptual disability, or the lack of experience. Fortunately the means are available to screen out the first two causes and most of the pupils can profit from well-planned developmental activities. This type is sometimes called "ear training."

From the reported investigations it is evident that the ability to hear similarities and differences in words is essential to success in reading.

There is good evidence that inadequate auditory perception may be caused by a hearing impairment, an inadequate background of experience, a lack of mental maturity, and associative learning handicaps.

It is also very apparent that professional literature on auditory perception as a factor in reading readiness is meager. There appears to be a need for a careful investigation of auditory discrimination or perception in relation to speech development and word recognition.

CHAPTER II

The Development of the Exercises for Auditory Perception Skills Grades III - VI

It must be remembered that the workbook has been developed in an effort to provide suitable instructional materials in overcoming a common cause of reading confusion -- the lack of highly developed auditory perception. When good word discrimination through auditory channels is present the progress in reading is greatly accelerated.

Research has shown, in part, that auditory perception is a crucial aspect of oral language development at all levels. Therefore, it is important that certain goals of instruction should include the following items:

A. Awareness of word elements in a sentence.

B. Ability to discriminate between likeness and differences in the sounds of words.

1. Ability to recognize identical sounds.

a). Initial sounds.

b). Medial sounds.

c). Final sounds.

2. Ability to distinguish between closely related sounds.

C. Ability to pronounce, enunciate, and articulate words accurately.

D. Ability to follow directions.

It has been with these goals in mind that the writer has tried to develop a series of exercises that will be used by children, arranged in order of difficulty. When practice in auditory discrimination grows out of customary daily lessons it becomes purposeful and effective.

In the first section of the book the initial sounds have been stressed. A dual set of exercises -- 1) the child draws a line around all pictures that begin with "b", 2) the child draws a line around all the words that begin with "b".

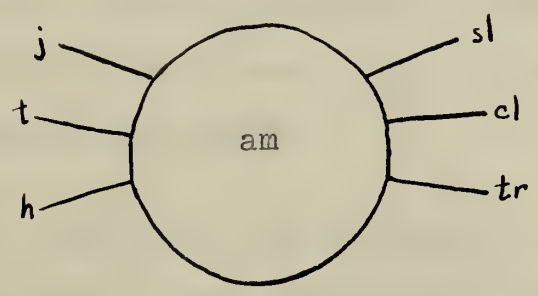
The next section deals with beginning sounds but the words are boxed as is the sound and the child draws a line around each word in the boxes that begin with the same sound that is in the middle box. From the single or initial sound the work is gradually moved into the initial blends such as <u>ch</u>, <u>dr</u>, etc.

In the third part the work becomes more difficult as the child must draw a line around all the words that begin with the same sound as the first word in each line. It must be remembered that the work is done by the child but is always checked orally by the teacher. The work progresses from

beginning sounds to words that end with the same sound as the first word in each line.

The section following the above deals with the long and short sounds of vowels, also the completion of sentences using the correct words. In this part also are exercises involving rhyming and endings.

Phonetic wheels are used such as:



1._____ 4._____

2._____ 5._____

3._____ 6._____

Read the words orally.

Advancement from phonetic wheels is made in the form of word parts, still having the child work by himself and being checked constantly by the teacher in oral recitation. Parts like ess, et, ey, ful, etc. are used.

Exercises with directions -- "Draw a line under the little word you see and hear in the big word. Write the little

word." -- play an important part in auditory perception. Following this type exercise compound words are stressed as are differences between m and n, ch and sh, etc.

In auditory discrimination endings play an important part and many exercises for drill have been built and are included in the book.

In the last section of the book exercises dealing with sion, tion, prefixes and mispronunciation because syllables are not clearly pronounced have been built to clarify the difficulties that may confront the child.

With this summary of the workbook it is easier to establish the findings on the gradation of the words used. The workbook was built with the idea of using it in Grades Three through Six.

The following books were used to establish the gradation:

1. A Basic Vocabulary of Elementary School Children -- Henry D. Rinsland -- MacMillan -- New York 1945.
2. A Reading Vocabulary for the Primary Grades Revised and Enlarged -- Gates -- Bureau of Publications, Teachers College, Columbia University -- New York 1935.

3. The Teacher's Word Book of 30,000 Words -- Thorndike and Lorge -- Bureau of Publications, Teachers College, Columbia University -- New York, 1944.

In the Rinsland Basic Vocabulary it was found that the words appeared in Grade One but were most frequently used in Grade Eight. With results of this kind the list was discarded and the conclusion drawn was that as far as gradation of words is concerned the list was useless.

The next list to be tried was Gates' Primary Reading Vocabulary but this too, was unsuccessful as the list meets requirements in the primary grades and the workbook is designed to meet auditory needs of pupils in Grades Three through Six.

The final list used was the Thorndike list and the findings are as follows:

Pages 16-54

The words apparently fall into a fair gradation of Grades One and Two but carry on into Three, Four, and Five.

Pages 55-110

The words continue to maintain a good degree of gradation. The level is that of Grades Two and Three.

Pages 111-123

In this section the words fall fairly well into the Fourth, Fifth and Sixth Grade levels but with the heaviest load in the Fifth Grade.

Pages 124-154

Here again the words fall into the Fourth, Fifth and Sixth Grade levels but the tendency is to remain on the Fifth Grade level.

In conclusion it might be stated that all words used should be in the vocabulary of Fifth and Sixth Grade children and with good auditory perception highly developed, the vocabulary of children on Third and Fourth Grade levels can also be learned and used in the reading. With the practice exercises used conscientiously, the progress should be effective and be made by all children who are in need of the skill to use keener auditory perception.

CHAPTER III

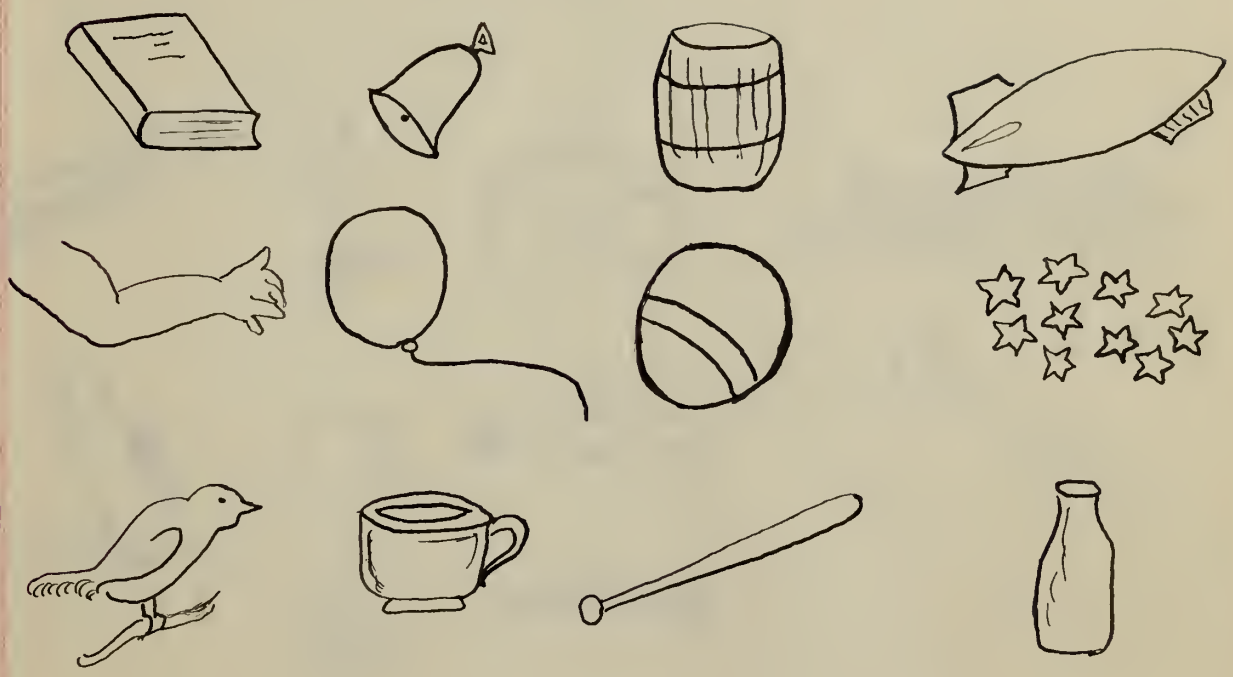
The Workbook

A series of exercises developed to give keener acuity in auditory perception skills for Grades III through VI.

The exercises in the workbook are meant to be used conscientiously with an immediate individual, oral check-up if the learning is to become purposeful and effective.

Name_____

B b



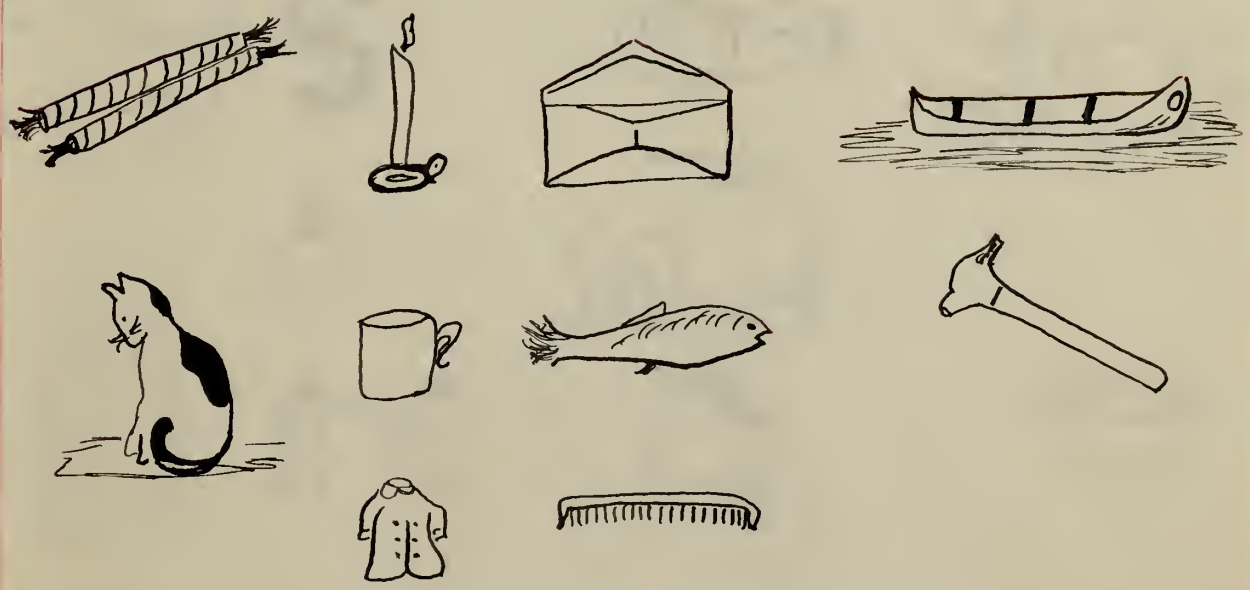
Draw a blue line around all the pictures that begin with "B". Color the pictures.

Draw a line around all the words that begin with "b".

book	arm	bird
bell	balloon	cup
barrell	ball	bat
airship	stars	bottle

Name_____

C c



Draw a red line around all the pictures that begin with "C".

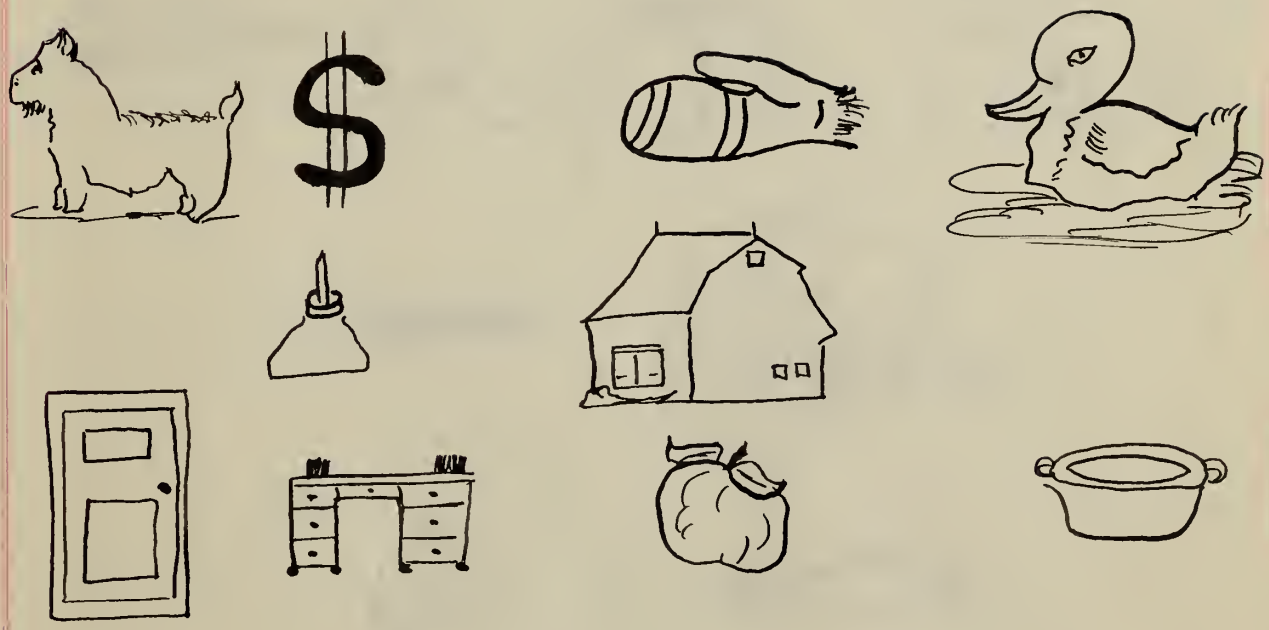
Color the pictures.

Draw a line around all the words that begin with "c".

candy	cup
candle	fish
envelope	hammer
canoe	coat
cot	comb

Name_____

D d



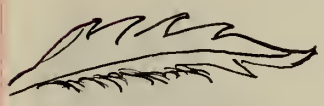
Draw a blue line around all the pictures that begin with "D". Color the pictures.

Draw a line around all the words that begin with "d".

dog	dollar
mitten	duck
oilcan	barn
door	desk
apple	dishpan

Name_____

F f








Draw a red line around all the pictures that begin with "F".

Color the pictures.

Draw a line around all the words that begin with "f".

feather	feet
jar	file
bear	fireman
ball	fish

Name_____

G g

Draw a blue line around all the pictures that begin with "G".

Color the pictures.

Draw a line around all the words that begin with "g".

gate	glass	card
gingerbread	jack-o-lantern	gloves
rake	girl	giraffe
bulb	ball	broom
	golf stick	

Name_____

H h

Draw a red line around all the pictures that begin with "H".

Color the pictures.

Draw a line around all the words that begin with "h".

hammer	hand
collar	hat
paste	jar
horn	hydrant
flower	hose

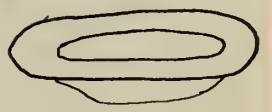
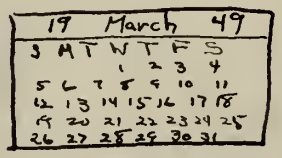
Name_____

J j







Draw a blue line around all the pictures that begin with "J".

Color the pictures.

Draw a line around all the words that begin with "j".

jack-o-lantern	jack-in-the-pulpit
jar	dog
house	jacket
bottle	plate

January

Name_____

K k

Draw a red line around all the pictures that begin with "K".

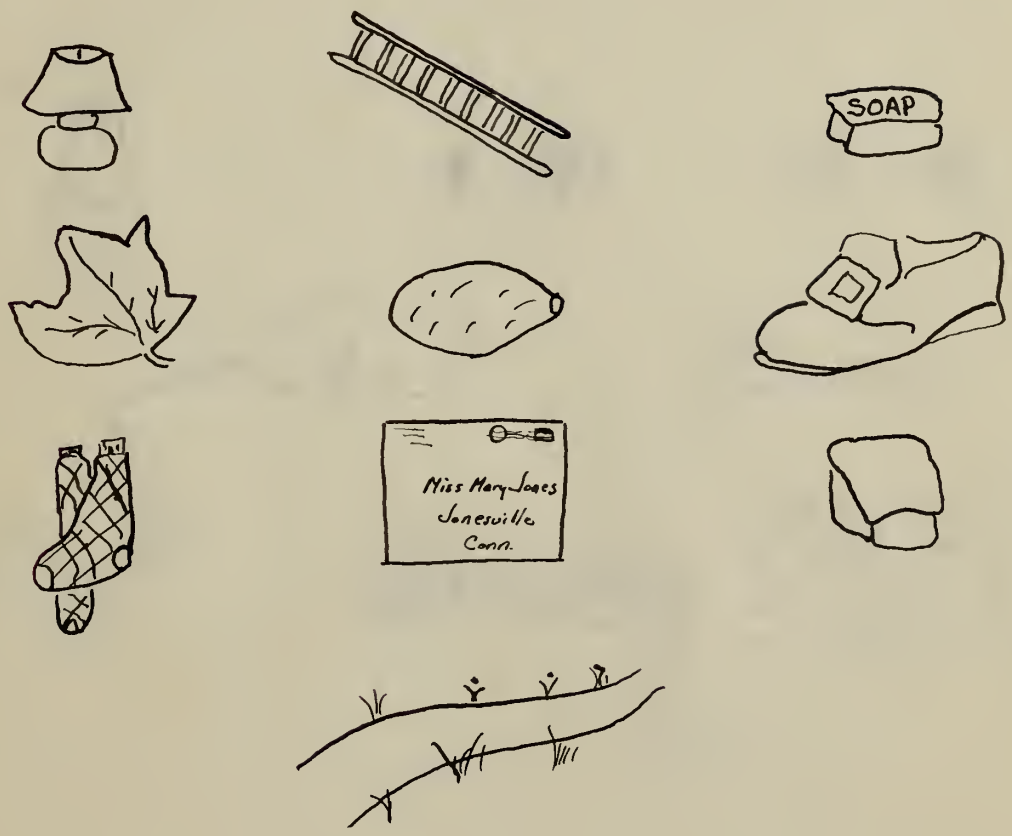
Color the pictures.

Draw a line around all the words that begin with "k".

key	kettle
crayons	kite
bird	pipe
kitten	knife

Name_____

L l



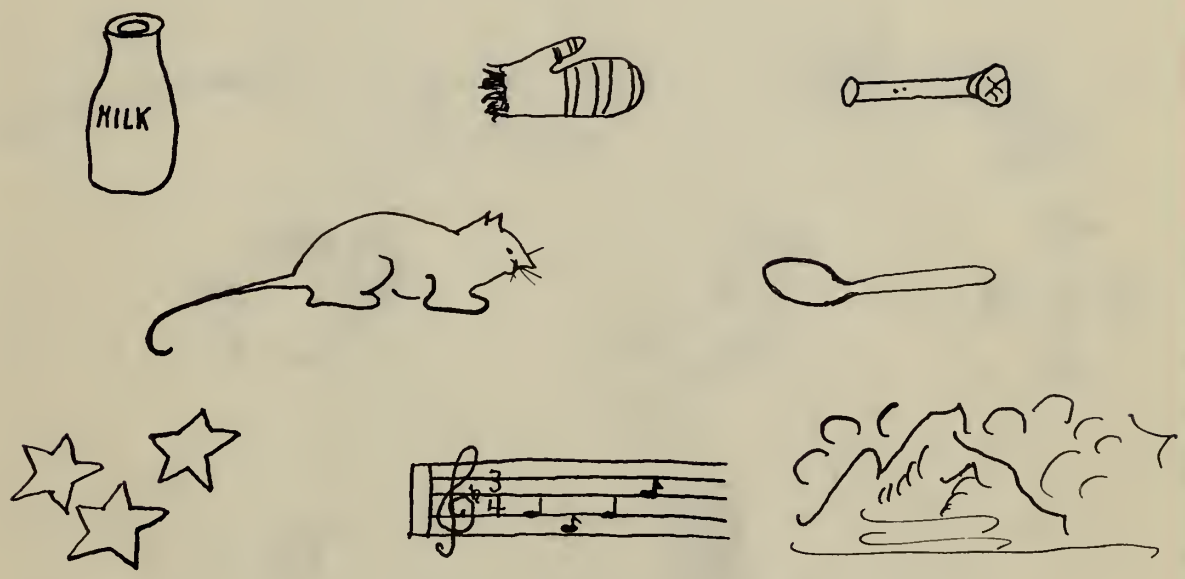
Draw a blue line around all the pictures that begin with "L". Color the pictures.

Draw a line around all the words that begin with "l".

lamp	ladder
soap	leaf
lemon	shoe
socks	letter
road	loaf

Name_____

M m



Draw a red line around all the pictures that begin with "M".

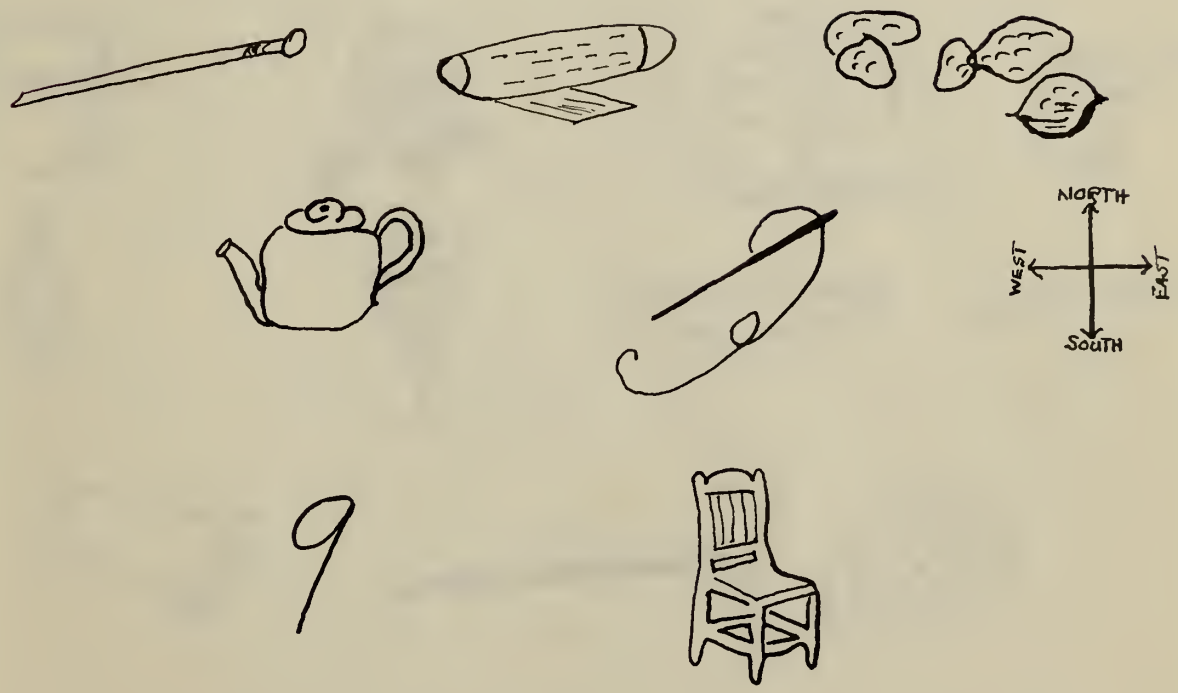
Color the pictures.

Draw a line around all the words that begin with "m".

milk	mitten
flashlight	stars
mouse	spoon
mountain	music

Name_____

N n



Draw a blue line around all the pictures that begin with "N".

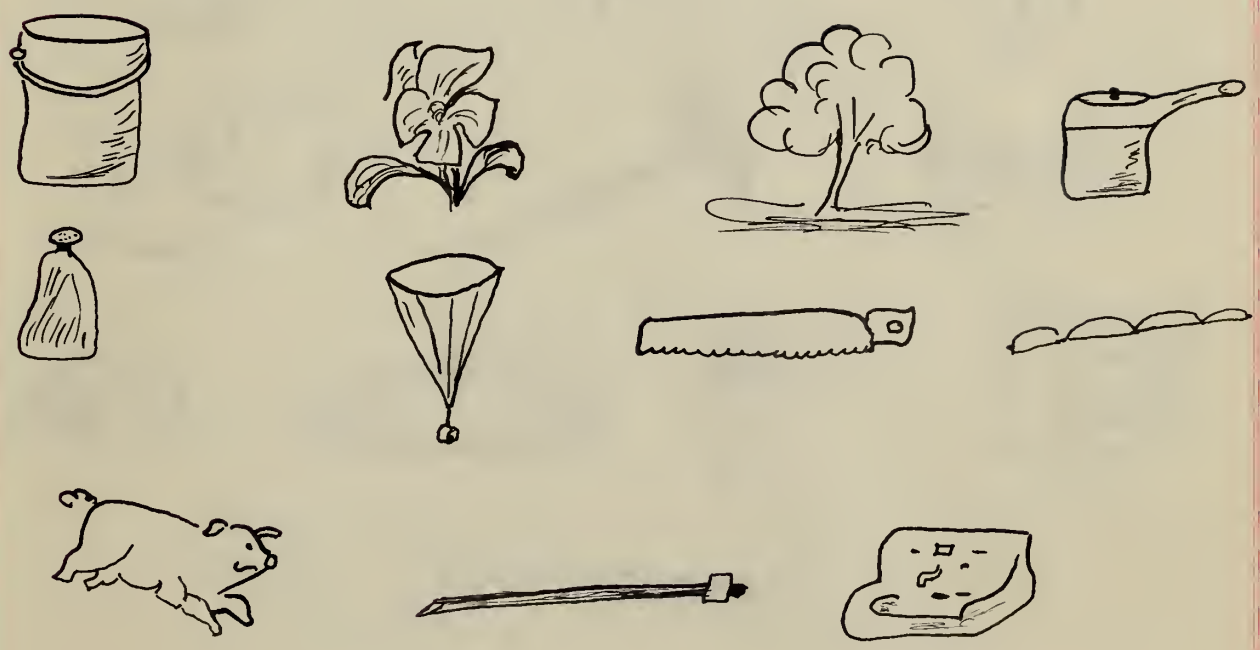
Color the pictures.

Draw a line around all the words that begin with "n".

nail	knife
nuts	kettle
needle	north
chair	nine

Name_____

P p



Draw a red line around all the pictures that begin with "P".

Color the pictures.

Draw a line around all the words that begin with "p".

pail	pansy
tree	pan
salt	parachute
saw	sausage
pig	pencil

sink

Name_____

R r

Draw a blue line around all the pictures that begin with "R".

Color the pictures.

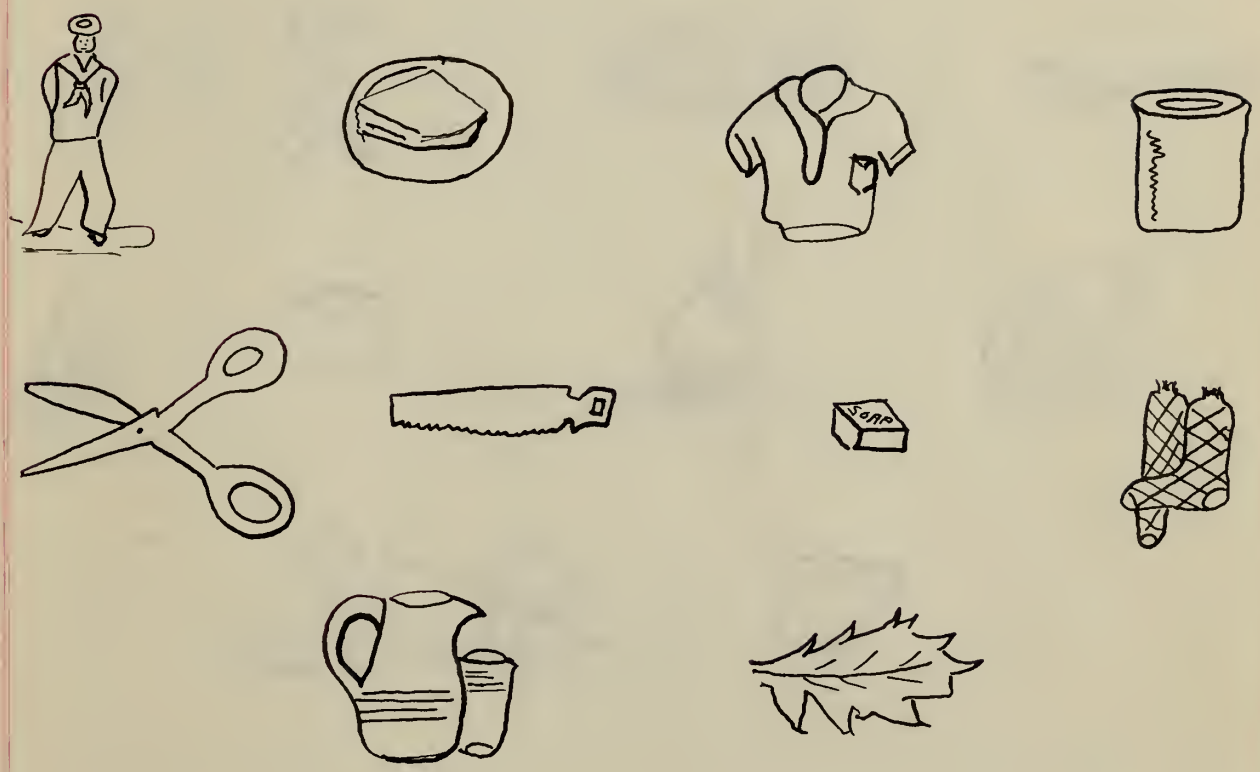
Draw a line around all the words that begin with "r".

rabbit	rain
vest	cart
shoe	rake
ribbon	refrigerator
rug	ruler

hand

Name_____

S s



Draw a red line around all the pictures that begin with "S".

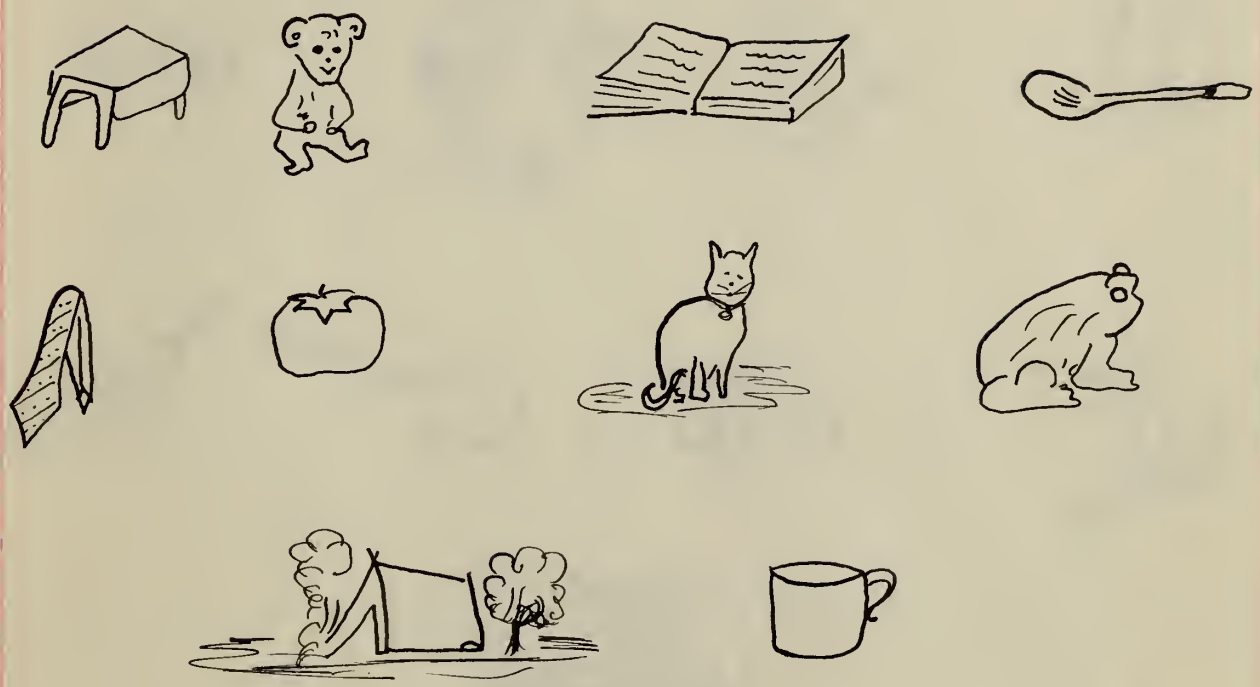
Color the pictures.

Draw a line around all the words that begin with "s".

sailor	sandwich
shirt	waste-basket
scissors	saw
soap	socks
pitcher	leaf

Name_____

T t



Draw a blue line around all the pictures that begin with "T".

Color the pictures.

Draw a line around all the words that begin with "t".

table	teddy-bear
book	teaspoon
tie	tomato
cat	toad
tent	cup

Name_____

V v

Draw a red line around all the pictures that begin with "V".

Color the pictures.

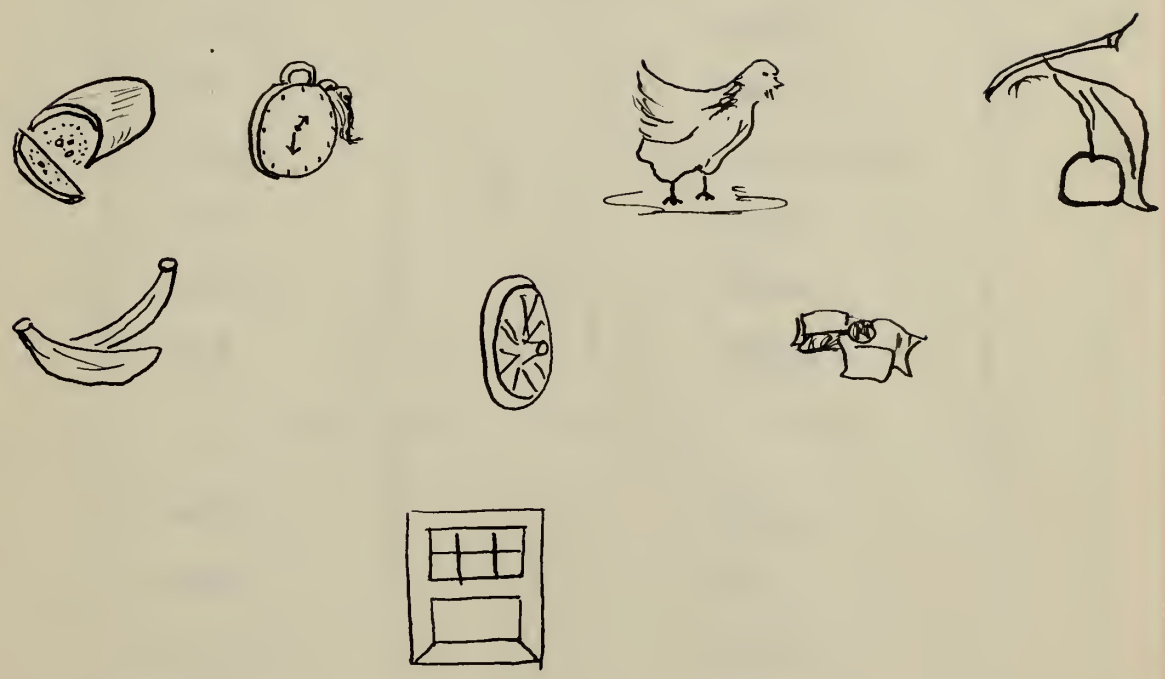
Draw a line around all the words that begin with "v".

valentine	girl
thread	vest
violin	shovel
gift	violet

vegetables

Name_____

W w



Draw a blue line around all the pictures that begin with "W".

Color the pictures.

Draw a line around all the words that begin with "w".

watermelon	watch
hen	cherry
banana	wheel
whistle	window

Name_____

Draw a line around all the words in each box that begin with the same sound that is in the middle box.

babies air bakes band cotton ball	b	candy bank beautiful chew better eaten
before candy carrots dig food come	c	birds coal cook don't drive captain
does any dinner by cold Dick	d	dance goes dig each far David

Name_____

Draw a line around all the words in each box that begin with the same sound that is in the middle box.

end fall fill hills fix field	f	feel coin comes fish fog build
garden dark cook go her geese	g	catch arm goes ball fly gave
hear mail heavy hot see hurt	h	hair kitten hand call lost hard

Name_____

Draw a line under all the words in each box that begin with the same sound that is in the middle box.

Jack man just aunt over jump	j	joy nice all John hurt jam
kitten place home kitchen do kind	k	keep lay key must Puff kite
lights pair roar lost hear leaves	l	land Jim lunch as like it

Name_____

Draw a line from the sound in the middle box to all the words that begin with that sound.

man bump mail does miles end	m	meat by mud fat around much
name hunt near room ears nine	n	nest buy night hides bills nuts
poor maples parade teeth put pocket	p	oil porch money pot only pump

Name_____

Draw a line over all the words in each box that begin with the same sound that is in the middle box.

rain pat near cat rest come	r	maybe robins lot run roll some
sat mail suit hours sad line	s	sand mittens say keep seeds call
teeth river towel play table tail	t	told step tired wool ten yap

Name_____

Draw a line around all the words in each box that begin with the same sound that is in the middle box.

vine storm vest turn sure chicken	v	vegetables walk very tonight pull village
water sun work we tiny went	w	winter spots wet soup well buy

Name_____

Draw a line around all the words in each box that begin with the same sound that is in the middle box.

chest bakes chew cheeks car chair	ch	child dirt shore bell chore chicken
drink roar drum desk drive catch	dr	dress dark drop bank flag dry
told trick sure track woke truck	tr	tree yap trap dinner just try

Name_____

Draw a line from the sound in the middle box to each word in the other boxes that begin with the same sound.

creature hair crank come nest crib	cr	creep garden cry front call crush
friend face fright each front care	fr	from between fresh danced ask fruit
great family grew dress ground get	gr	edge green better grass country gray

Name_____

Draw a line above all the words in each box that begin with the same sound that is in the middle box.

clothes dig clown early clouds cents	cl	creep clean four climb cotton clips
plan sew plow seat plants mane	pl	please money play poor late place
smooth walk smack sure glad string	sm	smell push smoke grow gave small

Name_____

Draw a line under all the words in each box that begin with the same sound that is in the middle box.

wheat twelve sweet toss stand use	tw	twin snow twist very table twenty
thin take this sleep that stay	th	river they plow think far there
store such stand spot stay call	st	sell still truck sting wheat stop

Name_____

Draw a line around all the words in each box that begin with the same sound that is in the middle box.

yard wheat were white turtle when	wh	why work what steam sit whoa
shelves queer shoe near soap shall	sh	sheep sell shingle quiet lay shells
along brush boy branch care bright	br	bread for bring comes breakfast ball

Name_____

Draw a line around the <u>part</u> in each word that is the same as the <u>part</u> that is in the middle box.

flowers goes flour catch flag fun	fl	fly dark flew hand floor cook
swim upon they sweet stones wait	sw	swing wash ten swam slide begin
stops sure spot spent plan spoon	sp	spoil rolls spell plate speak barrel

Name_____

Draw a line around all the words that <u>begin</u> with the same sound as the <u>first</u> word in each line.

Write the letter that tells the sound.

1. do, apple, dinner, bag, does, cap, door _____
2. baby, doll, bear, cold, began, any, but _____
3. fill, end, around, fire, come, funny, eyes _____
4. circus, he, fat, cellar, cap, city, fruit _____
5. going, just, gone, nice, girl, get, hole _____
6. just, green, Jack, his, jump, joy,help _____
7. head, glad, has, hungry, long, handle, lunch_____
8. kitten, over, kind, kitchen, nest, let, Mr. _____
9. new, meat, pen, night, nest, open, now _____
10. long, let, much, liked, grow, logs, her _____

Name_____

Draw a line around all the words that begin with the same sound as the first word in each line.

Write the letter that tells the sound.

1. mud, arm, meat, master, blow, our, monkey _____
2. oh, old, boat, over, grocery, open, nails _____
3. rain, push, robin, rolls, table, use, rode _____
4. puppy, stop, vegetables, pull, pocket, that, push_____
5. tar, take, until, very, towel, teeth, suit _____
6. see, pluck, said, bright, sell, under, saw _____
7. up, or, under, us, them, until, tree, what _____
8. vegetables, voice, like, sand, very, village _____
9. walls, bird, work, woman, hop, week, flag _____
10. yes, it, would, yard, yours, broke, you _____

Name_____

Draw a line around all the words that begin with the same sound as the beginning word in each line.

Write the two letters that tell the sound.

1. this, store, these, turn, that, them, woke _____
2. stop, stairs, tiny, storm, sure, wish, stone_____
3. when, why, small, week, who, whoa, bell _____
4. shovel, pump, she, ship, land, sheep, plan _____
5. brown, brush, dance, bright, branch, ask _____
6. children, fly, cheek, chew, cents, chair _____
7. drive, dress, carrots, dry, along, dried _____
8. tree, steam, tricks, wool, tracks, wait _____
9. climb, clothes, bank, clay, clown, chair _____
10. fruit, from, care, friend, fresh, front _____

Name_____

Draw a line around all the words that begin with the same sound as the beginning word in each line.

Write the two letters that tell the sound.

1. grow, dress, great, glass, ground, bridge, green _____
2. please, plant, maples, plow, lodge, place, shall _____
3. smell, lazy, small, told, smack, step, smooth _____
4. twin, sweet, twenty, twig, wish, twelve, you _____
5. floor, dirty, flag, each, fly, ever, flowers _____
6. sweet, thin, swim, straw, watch, swear, well _____
7. speak, spell, walk, spend, rolled, spot, upon _____
8. chicken, wheat, child, chum, taken, chest, turn _____
9. drum, such, up, drip, drove, wait, drop _____
10. clap, steel, clam close, string, stove, class _____

Name_____

Draw a line around all the words that <u>end</u> with the same sound as the <u>beginning</u> word in each line.

Write the letter that tells the sound.

1. afraid, any, build, be, bread, come, end _____
2. Bob, candy, tub, ask, rub, gum, cab _____
3. tag, bulb, dig, bay, pig, ply, rug _____
4. chef, noise, chief, catch, brief, been, deaf _____
5. bank, cake, bark, pin, sink, tank, them _____
6. hall, pack, drill, dent, well, tip, pencil _____
7. men, button, body, been, lamp, mean, nap _____
8. gum, may, room, pass, them, cling, ham _____
9. bump, fan, cap, coal, top, told, creep _____
10. car, seek, their, skin, your, self, sailor _____

Name_____

Draw a line around all the words that end with the same sound as the beginning word in each line.

Write the letter that tells the sound.

1. yours, low, lamp, grab, horns, joke, tires _____
2. hat, gray, met, talk, hot, gold, meat _____
3. skin, leaf, can, than, sell, ten, door _____
4. hand, his, good, pay, pad, net, round _____
5. glory, grind, greedy, paper, lonely, mail, ready_____
6. clear, today, star, sit, her, girl, fur _____
7. sleep, grass, hop, new, map, pool, peep _____
8. pack, leaf, week, left, cried, crack, beet _____
9. nail, got, wink, bell, fun, fill, first, feel _____
10. broom, beach, them, close, hum, pair, warm _____

Name_____

Draw a line around all the words that end with the same sound as the first word in each line.

Write the two letters that tell the sound.

1. health, many, mouth, must, with, that, moth _____
2. must, cow, first, town, best, spoil, fast _____
3. wash, three, brush, plow, wish, shop, dish _____
4. teach, paper, beach, cheese, peach, watch,eat _____
5. worker, year, dipper, fond, patter, gave,father_____
6. grow, end, know, hill, snow, time, blow _____
7. chicken, cake, fallen, sad, kitten, tail, kitchen_____
8. backed, bus, banked, dry, fixed, fine, hopped _____
9. worker, hoop, singer, daddy, walker, men,keeper _____
10. pin, gray, thin, gold, win, tin, camp _____

Name_____

Draw a line around all the words that <u>end</u> with the same sound as the first word in each line.

Write the <u>letters</u> that tell the sound.

1. hand, make, stand, play, grand, toy, band _____
2. like, pet, dike, pin, hike, tell, hop _____
3. tell, hat, bell, smell, ball, well, his _____
4. hot, way, dot, pin, got, lake, not _____
5. make, Roy, bake, cake, hand, rake, will _____
6. wet, this, get, hop, let, pet, has _____
7. hop, toy, top, mop, ham, pop, hit _____
8. way, big, hay, tin, pay, lay, cup _____
9. pig, going, dig, wall, big, fig, man _____
10. lap, nap, top, rap, broke, map, hop _____

Name_____

Draw a line around all the words that end with the same sound as the first word in each line.

Write the letters that tell the sound.

1. sunk, pig, bunk, thank, like, trunk _____
2. went, bent, choke, present, smell, dent, rent _____
3. street, shore, sheet, greet, will, beet, crawl_____
4. bright, went, light, sight, nap, night, ring _____
5. boss, has, moss, loss, please, cross, blew _____
6. meat, neat, ham, beat, fun, wheat, cup _____
7. give, pan, love, hat, creep, hoot, men _____
8. peep, put, cheep, sleep, mill, slight, deep _____
9. room, broom, with, buy, groom, choke, loom _____
10. shout, silk, about, milk, stout, spout, which _____

Name_____

Draw a line around all the words that end with the same sound as the first word in each line.

Write the letters that tell the sound.

1. boot, fit, root, shoot, give, loot, moon _____
2. shore, store, run, mop, snore, chore, bring _____
3. head, pig, toy, read, bread, boot, thread _____
4. sick, thick, stood, pick, high, Dick, push _____
5. wood, job, stood, hood, real, fix, witch _____
6. farm, cold, harm, talk, feet, spoil, our _____
7. speak, leak, smite, beak, peak, home, feel _____
8. love, push, dove, shove, bottle, glove,sleet _____
9. cold, bold, seen, hold, told, catch, best _____
10. thank, rink, wood, link, roast, pink, grade _____

Name_____

Fill in the blanks using words that have the short sound of "a".

fate	sat	track	flag	lake	ate	mate	make	fat
bake	bank	trap	gate	late	back	bag	cage	nat

1. Jim put his money in the _____.
2. Father caught a mouse in the ____.
3. John sits in ____ of me in school.
4. Father packed some clothes in a traveling _____ and went to the city.
5. My pet puppy eats so much he is getting very_____.
6. Mother _____ down and began to sew.
7. A train runs on its own _____.
8. Every morning we salute the _____.

Name_____

Fill in the blanks using words that have the long sound of "a".

						radio
sake	pines	cake	ocean	lake	tables	chairs
gray	little	baby	bat	play	dish	plate

1. Mother made a chocolate _____for the party.
2. Every summer we go sailing on the _____.
3. We sit on _____.
4. A very light black is called_____.
5. I have a _____sister.
6. Boys like to _____ball.
7. Mother serves our meals on a _____.
8. We listen to programs on the _____.

Name_____

Fill in the blanks using words that have the short sound of "e".

make	get	heel	head	hard	fence	leather	helps
ready	read	feet	feathers	egg	orange	letter	note

1. I will_____some groceries at the store.
2. I wear a hat on my _____.
3. The horse jumped over the _____and ran away.
4. I got dressed quickly and soon was_____to go.
5. My teacher _____me with my work at school.
6. All birds have _____.
7. Sometimes I eat an _____for breakfast.
8. I write a _____to my mother every week.

Name_____

Fill in the blanks using words that have the long sound of "e".

eggs	beets	bananas	beans	cook	eat	leaves	bee	wasp
bushes	trees	dinner	meal	clean	desk	please	seat	thank

1. Tom planted _____and_____in the garden.
2. He liked to_____vegetables.
3. In the fall the_____drop from the_____.
4. At Thanksgiving we have a big_____.
5. We take a bath to get_____.
6. I have a front_____in school.
7. A_____may sting you.
8. _____is a polite word to use.

Name_____

Fill in the blanks using words in which the "i" sounds like the "i" in "hit".

eat	drink	ride	jig	skin	whiskers	stay	visit
sixteen	six	gold	knife	sea	scissors	river	silver

1. All the children should_____milk.
2. At the circus the clown danced a _____.
3. Every morning Father shaves the_____from his face.
4. Grandmother sometimes comes to our house to_____.
5. After five comes the number_____.
6. A dime is made of_____.
7. We use _____to cut out a picture.

Name_____

Fill in the blanks using words in which the "i" sounds like the "i" in "ride".

boat	tall	bicycle	high	bright	night	cent dime
bird	kite	wild	wrote	pretty	wrote	write tie

1. I like to ride my new _____.
2. Our flag pole is very_____.
3. Stars come out at_____.
4. We call a ten cent piece a _____.
5. Men usually wear a neck_____.
6. A windy day is a good time to fly a _____.
7. We use _____colors when we make our pictures.
8. When I go away I hope you will _____me a letter.

Name_____

Fill in the blanks using words with the short sound of "o".

hen	top	fall	strong	was	cost	snow	frost
watch	cloth	rubber	store	clock	crow	robin	shop

1. Jack has a new singing_____.
2. Fruit and vegetables make us grow_____.
3. My football_____three dollars.
4. On cold mornings we see white_____on the ground.
5. We tell time by looking at the _____.
6. Our clothes are made of_____.
7. We would buy a puppy at a pet_____.
8. A _____comes early in the spring.

Name_____

Fill in the blanks with words in which "o" sounds like the "o" in "boat".

school	room	home	thank	hope	more	four	fox	boy
spoon	fork	robin	crow	hot	cornet	horn		cold

1. My family all lives at _____.
2. I_____John did not hurt himself when he fell.
3. Jack has _____ brothers.
4. We eat meat and vegetables with a _____.
5. Tom is the name of a _____.
6. A _____ is a large black bird.
7. In winter the weather is _____.
8. Little Boy Blue blew his _____.

Name_____

Write words in the blanks with the sound of long "y".

sing	fly	when	why	each	try	clean	dry
sky	near	by	dance	cry	buy	get	

1. Jack wanted to _____in an airplane.
2. The children asked _____they could not go.
3. Will you _____to do your own work?
4. A raincoat keeps one _____when it rains.
5. In the _____the stars were shining.
6. John goes _____my house on the way to school.
7. When baby fell down she began to _____.
8. Mother went to the store to _____some groceries.

Name_____

Write words in the blanks with the sound of short "y".

city	story	ready	by	sleepy
happy	puppy	badly	hungry	

1. Bobby was not _____for bed.
2. Mother liked to tell the children a _____.
3. Father gave David a _____for his birthday.
4. Jane was so _____ she began to sing.
5. After a long ride the children were _____.
6. Every Saturday I go to the _____.
7. When I broke my arm I felt _____.
8. Just before dinner I feel very_____.

Name_____

Fill in the blanks with words that rhyme with Jack.

1. Don fell and hurt his_____.
2. David put all the nuts in his_____.
3. White is the opposite color from_____.
4. A tumble down house is called a _____.
5. At the rodeo we heard the cowboy's whip_____.

Name_____

Fill in the blanks with words that rhyme with top.

1. The green light says go, the red light says_____.
2. All rabbits can_____.
3. Mother cleaned the room with a dust_____.
4. I like to spin a _____.
5. When a certain kind of corn gets hot it will _____.

Name_____

Fill in the blanks with words that rhyme with thank.

1. We put our money in a _____.
2. The boat that hit the rock just _____.
3. Sometimes Mother will give the naughty child a _____.
4. A polite word is _____.
5. A heavy board is called a _____.

Name_____

Fill in the blanks with words that rhyme with Ben.

1. The number after nine is _____.
2. A bear's home is called a _____.
3. We get eggs from a _____.
4. I keep my pet rabbit in a _____.
5. Our fathers are called _____.

Name_____

Finish these sentences with words that rhyme with get.

1. I forgot my umbrella so I got_____.
2. I have a dog for a _____.
3. The circus clown jumped into the _____.
4. I wrote the address down so I would not for____.
5. The sweater is not finished_____.

Write the letters of the sound you heard in all the words you wrote.

Name_____

Finish these sentences with words that rhyme with sit.

1. A small amount is called a little_____.
2. We buy the right size clothes so they will _____.
3. The home run was made by John's hard_____.
4. Mother likes to sew and _____.
5. Tom bought a new catcher's _____.

Write the letters of the sound you heard in all the words you wrote.

Name_____

Finish these sentences with the words that rhyme with ball.

1. A man who is not short is_____.
2. Be careful going down stairs or you will_____.
3. Humpty Dumpty sat upon a _____.
4. Baby couldn't play because she was too_____.
5. Every morning I wake up when I hear Mother_____.

Write the letters of the sound you heard in all the words you wrote.

Name_____

Finish these sentences with words that rhyme with hat.

1. Boys like to play with a ball and _____.
2. A kitten is a little_____.
3. Father set a trap in the cellar and caught a _____.
4. The cook rolled out the dough until it was _____.
5. What we wear on our head we call a _____.

Write the letters of the sound you heard in all the words you wrote.

Name_____

Finish these sentences with words that rhyme with bell.

1. A grocery man has many things to_____.
2. When we are healthy we feel _____.
3. John slipped on the ice and_____.
4. On Sunday morning we hear the church_____.
5. In school we learn to read, write and _____.

Write the letters of the sound you heard in all the words you wrote.

Name_____

Finish these sentences with words that rhyme with bake.

1. Mother made a chocolate _____.
2. Father piles up the leaves with a _____.
3. Every summer we go swimming in the _____.
4. Most girls like to sew and _____.
5. Mother got the dust off the rug by giving it a _____.

Write the letters of the sound you heard in all the words you wrote.

Name_____

Finish these sentences with words that rhyme with hand.

1. At the parade we heard a good_____.
2. We went to the beach and sat on the _____.
3. We have five fingers on each _____.
4. From the boat on the ocean we could see _____.
5. When we like something very much we say it is _____.

Write the letters of the sound you heard in all the words you wrote.

Name_____

Finish these sentences with words that rhyme with tin.

1. A fish swims by using his _____.
2. A person who is not fat is_____.
3. A little smile is called a _____.
4. Some of the dishes are made of _____.
5. We keep our coal in a _____.

Write the letters of the sound you heard in all the words you wrote.

Name_____

Finish these sentences with words that rhyme with will.

1. Jack went up the hill with _____.
2. When you are hiding you must keep very_____.
3. A boy's name is _____.
4. When we are sick, the doctor gives us a _____.
5. The bird's song had many a _____.

Write the letters of the sound you heard in all the words you wrote.

Name_____

Finish these sentences with words that rhyme with say.

1. When you buy something you must _____.
2. John went to his grandmother's to _____.
3. After school the children like to _____.
4. Father goes to work every _____.
5. Cows like to eat _____.

Write the letters of the sound you heard in all the words you wrote.

Name_____

Finish these sentences with words that rhyme with tell.

1. On Sunday we hear the church_____.
2. Mary slipped on some ice and _____.
3. Jack is healthy and feels _____.
4. Tom has some rabbits to _____.
5. We eat the peanuts but not the _____.

Name_____

Finish these sentences with the words that will rhyme with make.

1. Mother makes nice chocolate_____.
2. On Saturday morning, Mother will usually_____.
3. The children went swimming in the _____.
4. Father gathered the leaves with the _____.
5. In the morning we are wide a_____.

Name_____

Make new words by adding "ed" to the lists below.

jump__	clean__
talk__	climb__
work__	help__
walk__	bump__

The <u>last</u> two letters in every new word you made are ____.

Name_____

Make new words by adding "ed" to the lists below.

want__	roll__
open__	balk__
play__	snow__
plow__	stay__
push__	rain__

The <u>last</u> two letters in every new word you made are ____.

Name_____

Make new words by adding "er" to the lists below.

build__	green__
clean__	help__
climb__	high__
cold__	long__
fresh__	roll__

The <u>last</u> two letters on every new word you made are ___.

Name_____

Make new words by adding "er" to the lists below.

eat__	walk__
jump__	play__
sing__	old__
talk__	slow__
work__	fast__

The <u>last</u> two letters in every new word you made are____.

Name_____

Make new words by adding "ing" to the lists below.

go___	sing___	fly___
jump___	walk___	work___
eat___	talk___	buy___
sing___	bring___	clean___
do____	help___	hold___
grow___		

The <u>last</u> three letters on every new word you made are____.

Name_____

Make new words by adding "ing" to the lists below.

nail___	think___	smell___
plow___	roll___	snow___
push___	sleep___	stay___
cry___	read___	teach___

The <u>last</u> three letters on every new word you made are ___.

Name_____

Fill in the missing <u>beginning</u> sounds.

1. ____ill	2. ____ig	3. ____as
____ill	____ig	____as
____ill	____ig	____as
____ill	____ig	____as
____ill	____ig	____as

4. ____ay	5. ____op
____ay	____op
____ay	____op
____ay	____op
____ay	____op

Name_____

Fill in the missing <u>beginning</u> sounds.

1. ____up	2. ____am	3. ____it
____up	____am	____it
____up	____am	____it
____up	____am	____it
____up	____am	____it

4. ____an	5. ____at
____an	____at
____an	____at
____an	____at
____an	____at

Name_____

Fill in the missing <u>beginning</u> sounds.

1. ____ell	2. ____is	3. ____ike
____ell	____is	____ike
____ell	____is	____ike
____ell	____is	____ike
____ell	____is	____ike

4. ____and	5. ____in
____and	____in
____and	____in
____and	____in
____and	____in

Name_____

Fill in the missing <u>beginning</u> sounds.

1. ____all	2. ____et	3. ____oke
____all	____et	____oke
____all	____et	____oke
____all	____et	____oke
____all	____et	____oke

4. ____ake	5. ____at
____ake	____at
____ake	____at
____ake	____at
____ake	____at

Name_____

Fill in the missing final sounds.

in	and	ike
1. b____	2. b____	3. l____
t____	s____	d____
w____	l____	M____
th____	gr____	sp____
gr____	h____	h____

is	oy	ell
4. h____	5. b____	6. b____
th____	t____	sm____
	j____	t____
		w____
		sp____

Name _____

Fill in the missing final sounds.

ot	ake	oke
1. h____	2. s____	3. br____
n____	l____	sm____
g____	m____	str____
r____	b____	sp____
d____	c____	ch____

et	all
4. g____	5. w____
l____	h____
m____	b____
p____	t____
fr____	f____

Name_____

Fill in the missing <u>final</u> sounds.

<u>op</u>	<u>ay</u>	<u>as</u>
1. h____	2. h____	3. h____
t____	s____	g____
m____	d____	
p____	gr____	
st____	M____	

<u>ig</u>	<u>ill</u>	<u>ap</u>
4. p____	5. f____	6. l____
b____	b____	n____
tw____	h____	r____
r____	m____	t____
d____	w____	sn____

Name_____

Fill in the missing <u>final</u> sounds.

<u>at</u>	<u>an</u>	<u>am</u>
1. h____	2. p____	3. h____
s____	t____	t____
f____	m____	s____
b____	f____	r____
sp____	r____	

<u>it</u>	<u>up</u>	<u>ut</u>
4. h____	5. c____	6. c____
s____	p____	h____
l____		
f____		
gr____		

Name_____

Fill in the story using all words that rhyme with clown.

As I was walking d___t____ I met a very funny cl____. He was dressed in a br___ g____. He did many funny things. He fell d_____ and bumped his cr_____.

Make these words rhyme with clown.

d_____ t_____ g_____

fr_____ br_____ cr_____

Name_____

Fill in the story using all words that rhyme with fright.

It was a cold n_____ and the stars were so br_____. Mother said we m_____ go out and see such a pretty s_____. It was so br_____ we did not need any l_____.

Make these words rhyme with might.

f_____ r_____ fr_____

l_____ s_____ sl_____

n_____ br_____

Name_____

Fill in the story using words that rhyme with street.

The children were walking down the str____ to m____ father. It began to snow and sl____. Suddenly John slipped and both f____ went out from under him.

Make these words rhyme with street.

sl____	b_____	m_____
gr____	sh____	str____

Name_____

Fill in the story using words that rhyme with bent.

Yesterday I w____ shopping. I bought many things. Some I carried home and some I s_____. I sp_____ most of my moeny.

d_____	t_____	r_____
w_____	s_____	sp_____

Name_____

Fill in the story using words that rhyme with "creep".

When I awoke from sl_____, I could hear the ch____, ch____, of the baby birds. Then I heard the p____, p____, of baby chicks. It was fun living at Grandfather's farm.

Make these words rhyme with "creep".

sl_____	p_____	k_____
d_____	ch_____	w_____

Name_____

Fill in the story using words that rhyme with "lick".

Mary went out to p_____ berries. There were many and they grew th____ on the bushes. She ate more than she should and she began to feel s_____. At home she told D_____, her brother, she would never eat another berry again.

Make these words rhyme with "lick."

D_____	l_____	st_____
k_____	p_____	sl_____

Write a word that rhymes with <u>love</u>. _____

Write a word that rhymes with <u>harm</u>. _____

Write a word which rhymes with <u>beak</u>. _____

Write a word that rhymes with <u>stood</u>. _____

Write a word that rhymes with <u>talk</u>. _____

Name_____

Fill in the story using words that rhyme with "beat".

John was reading in the window s____. Mother asked him to go to the store for some m____. She gave him a nickel for a special tr_____.

Make these words rhyme with "seat".

b_____ m_____ s_____

h_____ n_____ tr_____

Name_____

Fill in the story using words that rhyme with "store".

Last summer my family had a cottage at the sh_____. Each one had a certain ch____ to do. John had to do the errands at the st____.

Make these words rhyme with "store".

m_____ ch_____ t_____

st_____ b_____

Write a word which rhymes with <u>sunk</u>. _____

write a word which rhymes with <u>live</u>. _____

Write a word which rhymes with <u>silk</u>. _____

Write a word which rhymes with <u>head</u>. _____

Write a word which rhymes with <u>broom</u>. _____

Name_____

Fill in the story using words that rhyme with "drink".

Tom went to the s_____to get a dr____. I th____ nothing tastes so good as a glass of cold water or milk. Both make our cheeks p_____.

Make these words rhyme with "drink".

r_____	th_____	l_____
s_____	dr_____	m_____

Fill in the story using words that rhyme with "bold".

Mother t___ me I could have a g_____ ring for a present.

Make these words rhyme with "bold".

s_____	h_____	c_____
t_____	g_____	f_____

Write a word which rhymes with <u>flour</u>. _____

Write a word which rhymes with <u>while</u>. _____

Write a word which rhymes with <u>boot</u>. _____

Write a word which rhymes with <u>shout</u>. _____

Write a word which rhymes with <u>moss</u>. _____

Name_____

Fill in the last word in the last line to make it rhyme with the last word in the first line.

Cubby Bear climbed a honey tree
How sad was he when stung by a ____.

Young Tommy Brown fell out of his boat
How glad was he! He learned to _____.

The children liked the circus clown
And the funny way he fell_____.

Sad was Billy Black one night
When a Hallowe'en ghost gave him a _____.

Thanksgiving Time is such a treat
At Grandfather's house, there's much to ____.

At the edge of the forest a woodcutter stood
Now he had found plenty_____.

Little Boy Blue was fast asleep
He wasn't thinking about cows and _____.

Little Boy Blue come blow your horn
The sheep are in the meadow, the cows in the____.

Name_____

Fill in the <u>last</u> word in the <u>last</u> line to make it rhyme with the <u>last</u> word in the <u>first</u> line.

Tom got wet when his boat was sunk
Much to his sorrow, all his clothes _____.

Bill, on an errand to the store was sent
He played with his toys, then finally _____.

Most children like Grandfather's farm
To play in the fresh air does them no ____.

In making a cake, Mother uses milk that is sour
Eggs, soda and sugar, and plenty of _____.

A bird has feathers and also a beak
From his throat, sweet notes he can _____.

Finish these sentences with words that rhyme with "sit".

1. How pretty the Christmas tree looked when it was _____.
2. Tom bought a new catcher's _____.
3. Mother gave baby a little _____.
4. Jack gave the ball a powerful _____.
5. Bill was running and fell into a _____.

Name_____

Fill in the <u>last</u> word in the <u>last</u> line to make it rhyme with the <u>last</u> word in the <u>first</u> line.

Father and John went down the street
Uncle Tom they chanced to _____.

At Christmas time it's fun to give
If a life of happiness we want to _____.

With squeals of joy the children shout
It's fun to play when the sun is _____.

Bridget came in with a big broom
In a short time she had cleaned the _____.

Jack had an errand to do at the store
He called this job his special _____.

Finish these sentences with words that rhyme with "hop".

1. The red light means _____.
2. Dick liked to play with his _____.
3. A rabbit can _____.
4. Mother uses a dust ____.
5. We bought our clothes in a dress _____.

Name_____

Fill in the <u>last</u> word in the <u>last</u> line to make it rhyme with the <u>last</u> word in the <u>first</u> line.

Will was the leader and so was ahead
The children behind went where he _____.

One Saturday we went out for a walk
We got so tired we could hardly _____.

Jane was absent because she was sick
The children all hoped she would get well ____.

In winter the weather is very cold
We know that is true without being _____.

There is nothing better, all children think
Than a big glass of cold milk to _____.

Finish these sentences with words that rhyme with "run".

1. When I woke this morning I saw the _____.
2. Playing ball is lots of _____.
3. See how fast you can _____.
4. The hunter had a new _____.
5. Mother makes hot cross _____.

Name _____

Finish these sentences with words that rhyme with "will".

1. My brother's name is _____.
2. Jack and Jill went up the _____.
3. The Doctor gave me a _____.
4. Mother said we must keep _____.
5. Flour is ground at the _____.

Finish these sentences with words that rhyme with "black".

1. Santa carries his toys in a _____.
2. Father had a pain in his _____.
3. A train runs on a _____.
4. A dark color is _____.
5. The ice began to _____.

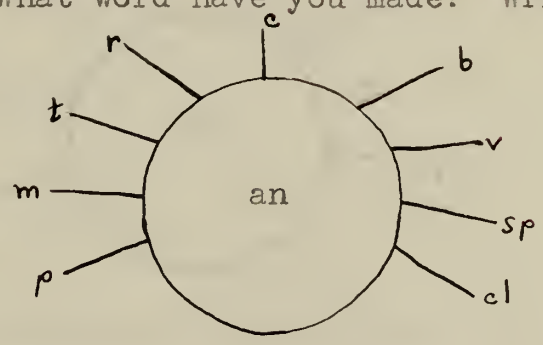
Finish these sentences with words that rhyme with "thank".

1. We keep our money in a ____.
2. The ship ____.
3. Gasolene is stored in a _____.
4. A heavy board is called a _____.
5. When children are naughty they get a _____.

Name_____

PHONICS

Say the beginning sound. Put each sound in front of the family name. What word have you made? Write the words.



1._____ 6._____

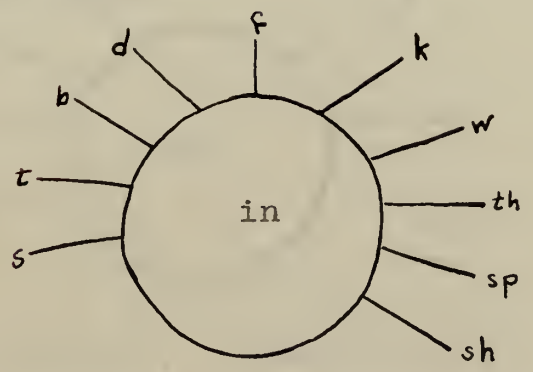
2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____

Read the words orally.



1._____ 6._____

2._____ 7._____

3._____ 8._____

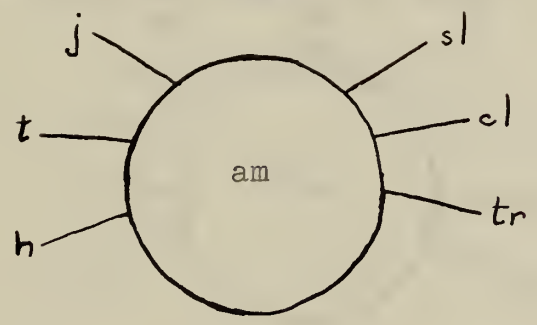
4._____ 9._____

5._____ 10._____

Read the words orally.

Name_____

Say the beginning sounds. Put them in front of the family name. What words have you made? Write your words.

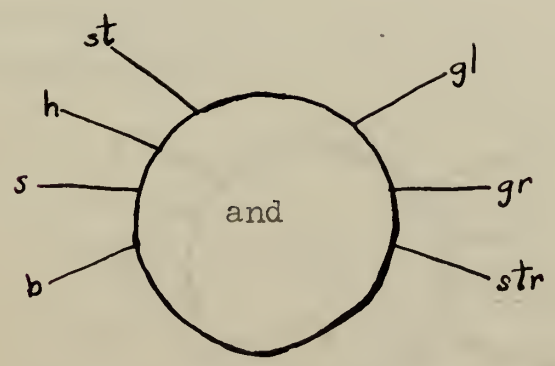


1._____ 4._____

2._____ 5._____

3._____ 6._____

Read the words orally.



1._____ 5._____

2._____ 6._____

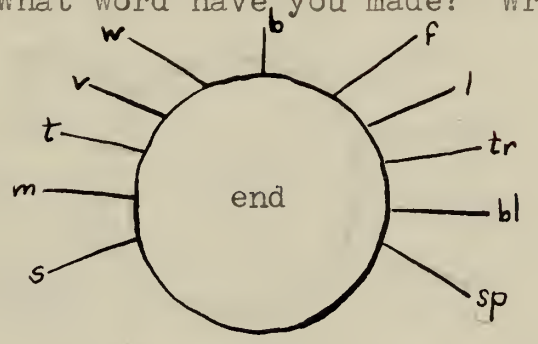
3._____ 7._____

4._____

Read these words orally.

Name_____

Say the beginning sound. Put each sound in front of the family name. What word have you made? Write the words.



1._____ 7._____

2._____ 8._____

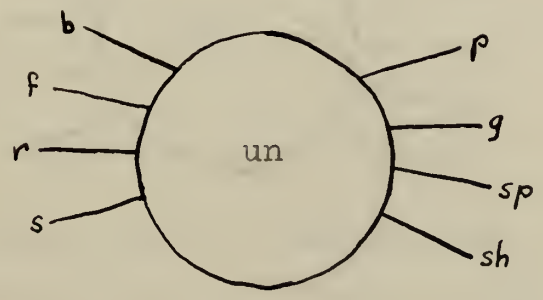
3._____ 9._____

4._____ 10._____

5._____ 11._____

6._____

Read the words orally.



1._____ 5._____

2._____ 6._____

3._____ 7._____

4._____ 8._____

Read the words orally.

Name_____

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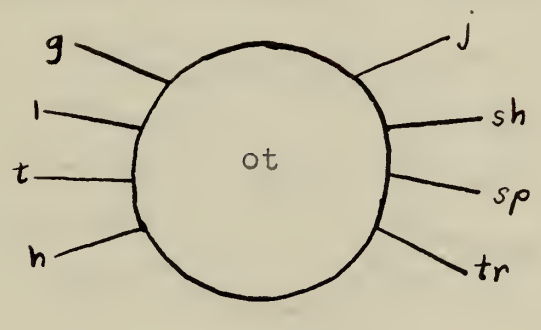


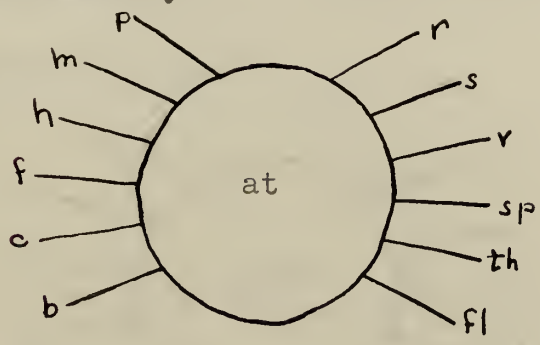
1._____ 5._____

2._____ 6._____

3._____ 7._____

4._____ 8._____

Read the words orally.



1._____ 7._____

2._____ 8._____

3._____ 9._____

4._____ 10._____

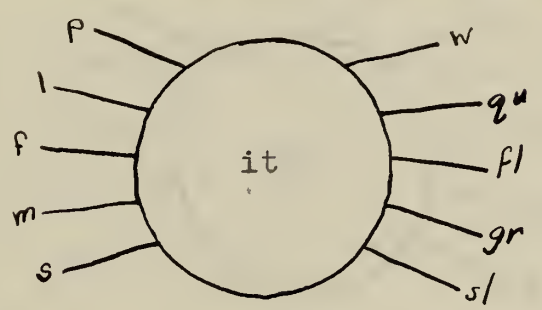
5._____ 11._____

6._____ 12._____

Read the words orally.

Name_____

Say the beginning sounds. Put them in front of the family name. What words have you made? Write your words.



1._____ 6._____

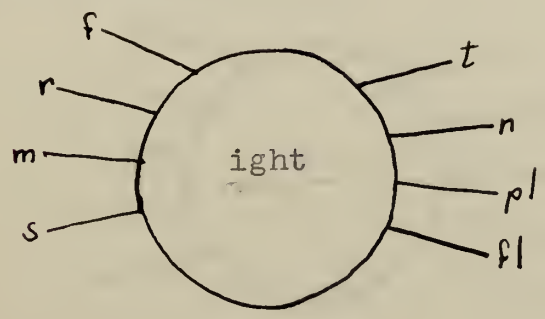
2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

Read the words orally.



1._____ 5._____

2._____ 6._____

3._____ 7._____

4._____ 8._____

Read the words orally.

Name_____

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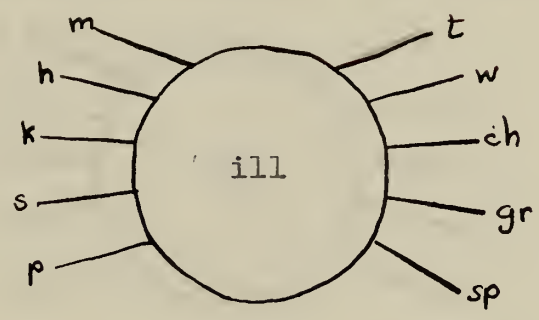


1._____ 6._____

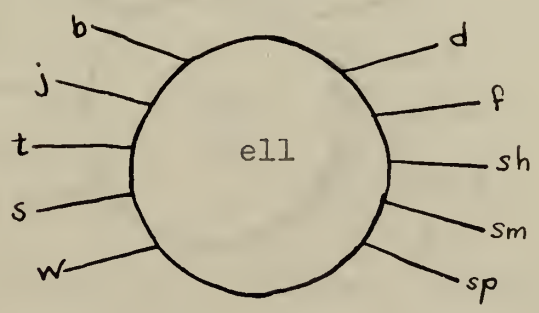
2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

Say the words you have written.



1._____ 6._____

2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

Say the words you have written.

Name_____

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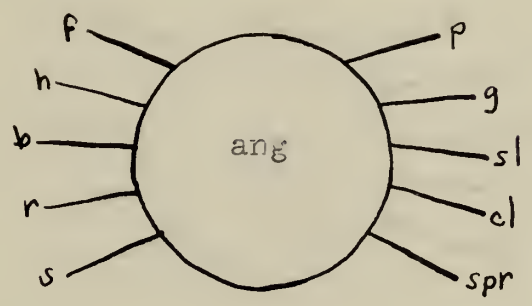


1._____ 6._____

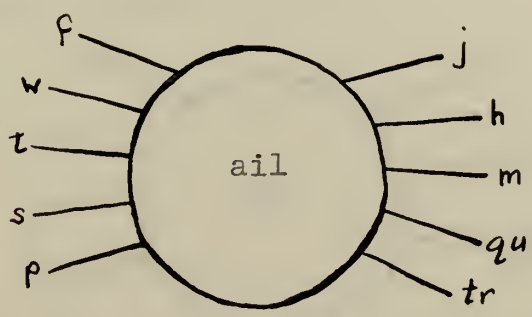
2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

Say the words you have written.



1._____ 6._____

2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

Say the words you have written.

Name_____

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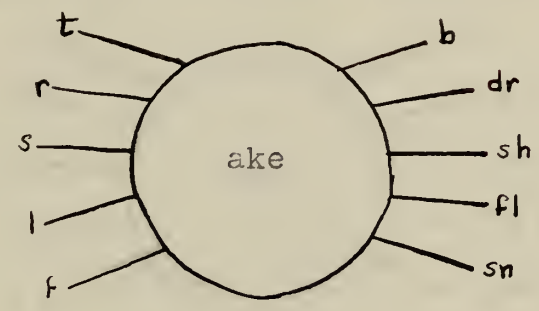


1._____ 6._____

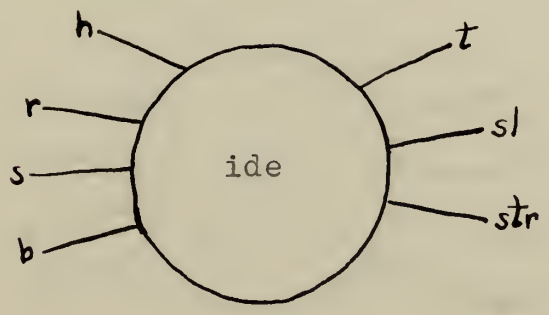
2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

Read the words orally.



1._____ 5._____

2._____ 6._____

3._____ 7._____

4._____

Read the words orally.

Name_____

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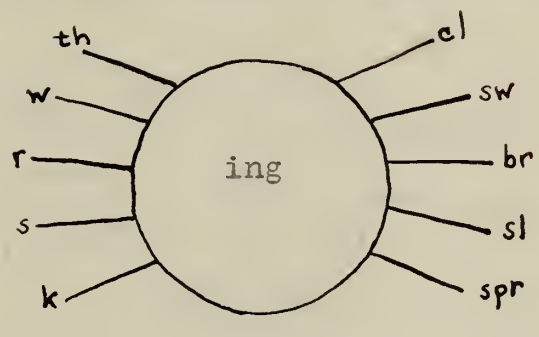


1._____ 6._____

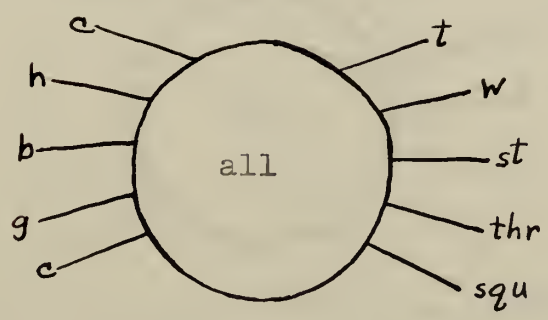
2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

Read the words orally.



1._____ 6._____

2._____ 7._____

3._____ 8._____

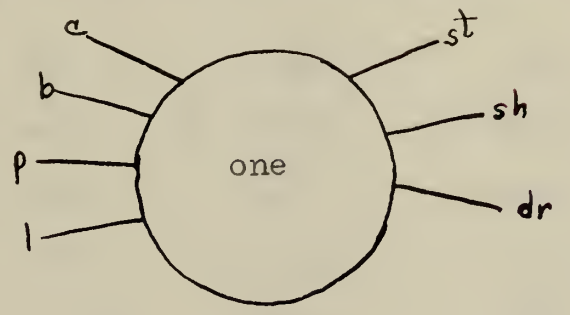
4._____ 9._____

5._____ 10._____

Read the words orally.

Name_____

Say the beginning sounds. Put them in front of the family name. What words have you made? Write your words.



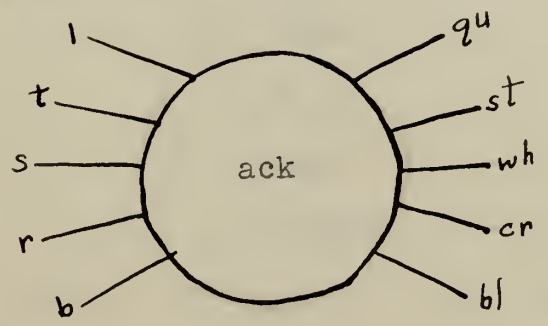
1._____ 5._____

2._____ 6._____

3._____ 7._____

4._____

Read the words orally.



1._____ 6._____

2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

Read the words orally.

Name_____

Write the word which is omitted in each group.

ee	ar	oo	or	ou
1. deep	2. cart	3. broom	4. store	5. ground
w___k	party	room	more	sound
need	bark	n____n	w____e	f____nd
w____d	p____k	soon	core	house

Name_____

Write the word which is omitted in each group.

ea	en	un
1. read	2. bent	3. funny
head	s____t	sun
l____d	went	r____
ready	invent	sunk

oa	an
4. roar	5. band
float	stand
b____t	hand
coat	gr____d

Name_____

Write the word which is omitted in each group.

ar	or	oo
1. smart	2. morning	3. hoot
sp____k	t____e	sh____t
lark	chore	room
g____den	f_____	m_____n

ee	ou
4. street	5. house
sw___p	m_____se
bees	ground
m____t	sound

Name_____

Write the word which is omitted in each group.

an	oa	un
1. sand	2. roast	3. Sunday
th____k	g____t	gr____t
spank	t____st	chunk
pl____t	coast	st____t

en	ea
4. spent	5. ahead
pl_____ty	br____th
f_____ce	weather
men	tr____d

Name_____

A Game with Phonics.

Have one child or the teacher say aloud one blend or sound from Column I. Let the rest of the group match the blend or sound with the families in Column II. Time the group and see how many words each member of the group can write on a piece of scrap paper in two minutes. Teacher may put the list on the board. Repeat the procedure until all the blends and sounds in Column I have been used.

EXAMPLE:

st and ain --- stain

COLUMN I		COLUMN II	
st	h	each	ese
ch	sh	eeze	een
br	th	ain	ell
cl	sp	oop	aw
sl	dr	ack	ape
p	sn	at	ope
str	fl	ow	
fr	bl		
gr			

Name_____

These sounds are arranged in two rows --- Row I and Row II. Take a sound from Row I and add a sound from Row II. Make as many words as you can. Write your words.

ROW I	ROW II
bl	ame
tr	ain
sm	are
wh	ow
gl	ile
scr	ere
st	ip
ch	ape
sn	ill
fl	ite
br	ing
shr	out
th	eeze
sch	en
dr	ese
sh	aze
spr	ool

Name_____

Here are some sounds. Fill the blank spaces with words using the missing sounds.

at	ate	it
fate	fat	
lit		gate
rat	rate	
pit		late
	mate	kit
flat	state	
skate	slit	

Write four words that end with at.

Write four words that end with ate.

Write six words that end with it.

Name_____

Here are some sounds. Fill in the blank spaces with words using the missing sounds.

ack	ite	and
bite	land	
stand		white
	kite	grand
rite	hand	
polite	stack	
stand		rack
	sack	mite

Write three more words that end with ack.

Write seven more words that end with ite.

Write two more words that end with and.

Name_____

PHONETIC REVIEW

In the sentences parts of some words are omitted. Fill in the parts that are missing. Be sure the sentence makes sense after you have put in the missing parts.

1. The little girl gave a b - - - to the baby.
2. We have snow and ice in the w - - ter.
3. To - - - is Saturday.
4. A - - itch in time saves nine.
5. The - - ack bear got the honey.
6. The boy's kite fl - - very well.
7. Remember to - - ush your teeth every day.
8. Many pretty - - owers bloom in the spr - - -.
9. The girl wiped the d - - - es for her mother.
10. - - ere is the game being played?
11. Do you listen to the radio in the m - - n - - -?
12. They are building a new - - urch.
13. - - ease do an errand for me.
14. The boys and girls were t - - - ing in the classroom.
15. Where did you put my ice sk - - -s?
16. The teach - - took the class on a picn - -.

Name_____

Write these words under a word that starts the same way. Say the word. Can you hear how the word starts?

blade	chalk	blessed	chapel
branches	glutton	chart	bribe
charge	blankets	bravery	glimpse
gleam	bracket	glossy	blizzard
blame	blister	chance	brisk
glue	glider	glare	blinker
browned	checked	brilliant	chamber
chuckled	brief	bleach	glint

bleating	charcoal	gloves	broad
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name_____

Copy all the words in each group that have the same sound as at the top of each group.

ess	et	ey	ful
less	ticket	valley	fearful
shiver	hasten	journey	grateful
press	market	pinchey	dozen
princess	trumpet	garden	camel
hidden	cabin	trolley	cheerful
mistress	secret	rage	joyful
search	oxen	donkey	hidden
brightness	cottage	spider	powerful
order	blanket	cabin	skillful

1._____	1._____	1._____	1._____
2._____	2._____	2._____	2._____
3._____	3._____	3._____	3._____
4._____	4._____	4._____	4._____
5._____	5._____	5._____	5._____
			6._____

Name_____

Copy all the words in each group that have the same sound as the sound that is at the top of each group.

el	er
camel	weather
tough	finger
barrel	shovel
tunnel	porch
rage	forty
shovel	danger
cottage	tender
foolish	dozen
mackerel	power

1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____
5._____	5._____

Name_____

Copy all the words in each group that have the same sound as at the top of each group.

ch	dge
bench	bridge
vegetable	rage
inch	judge
press	broken
rich	edge
village	patridge
ranch	shovel
touch	trudge
ticket	chatter
porch	
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____
5._____	5._____
6._____	

Name_____

Copy all the words in each group that have the same sound as is at the top of the group.

en		ble	
enjoy		terrible	
inside		tremble	
enter	1._____	sparkle	1._____
enemy	2._____	September	2._____
pencil	3._____	people	3._____
remember	4._____	nibble	4._____
entire	5._____	marble	5._____
envy		scramble	6._____
		middle	

age		ly	
cottage		suddenly	
house		vacation	
doctor	1._____	quickly	1._____
rage	2._____	sparkle	2._____
village	3._____	surely	3._____
bridge	4._____		
carriage	5._____		
judge			
voyage			

Name_____

Copy all the words in each group that have the same sound as at the top of each group.

ous	ous	tch	tch
delicious	1._____	hatch	1._____
person	2._____	person	2._____
precious	3._____	patch	3._____
strap	4._____	stretch	4._____
gracious	5._____	firmly	5._____
forth		pitch	6._____
disastrous		stretch	
already		darkness	
serious		scratch	
doctor		bow	

Copy all the words in each group that have the same sound as at the top of each group.

ture	ture	ward	ward
nature	1._____	afterward	1._____
cabin	2._____	also	2._____
pasture	3._____	forward	3._____
elevator	4._____	homeward	4._____
furniture		motion	5._____
teeth		toward	
adventure		month	
inquire		westward	
throat		juicy	

Name_____

Copy all the words in each group that have the same sound as at the top of each group.

le	le	tion	tion
bundle	1._____	nation	1._____
eager	2._____	laughter	2._____
cattle	3._____	direction	3._____
rumble	4._____	motion	4._____
tunnel	5._____	apron	5._____
circle	6._____	attention	
puzzle		vacation	
glow		delight	
gentle			
fancy			

Copy all the words in each group that have the same sound as at the top of each group.

ness	ness	ly	ly
darkness	1._____	lonely	1._____
cabin	2._____	narrow	2._____
business	3._____	joyfully	3._____
soldier	4._____	fiercely	4._____
brightness	5._____	market	5._____
mistress		firmly	6._____
kindness		certainly	
between		seven	
happiness		quietly	

Name_____

On each line fill in the blanks with words that sound like the first word. Write the sound in the blanks at the right.

1.	catch	_____	_____	_____	_____	___
2.	fix	_____	_____			___
3.	coast	_____	_____			___
4.	sure	_____	_____	_____		___
5.	high	_____	_____			___
6.	hitch	_____	_____			___
7.	feel	_____	_____			___
8.	horn	_____	_____			___
9.	sound	_____	_____	_____	_____	___
10.	top	_____	_____			___

Copy all the words in each group that have the same beginning sound as is at the top of each group.

<u>el</u>		<u>un</u>	
element	_____	until	_____
enter	_____	conduct	_____
elm	_____	unjust	_____
honk	_____	direct	_____
elegant	_____	unlock	_____
elephant		person	
omit		unreal	
elevate		unroll	

Name_____

On each line fill in the blanks with words that sound like the first word.

Write the sound in the blanks at the right.

		Words		Sounds
1.	bottle	_____	_____	_____
2.	sputter	_____	_____	_____
3.	peek	_____	_____	_____
4.	real	_____	_____	_____
5.	seen	_____	_____	_____
6.	Nation	_____	_____	_____
7.	job	_____	_____	_____
8.	rush	_____	_____	_____
9.	spoil	_____	_____	_____
10.	bought	_____	_____	_____

Name_____

Copy all the words in each group that have the same sound at the <u>beginning</u> of each word as is at the top of each group.

re		per		for	
remain	_____	person	_____	forget	_____
gloat	_____	blend	_____	infant	_____
invite	_____	perform	_____	forbid	_____
repeat	_____	remain	_____	forecast	_____
revise	_____	perfume	_____	found	_____
conduct	_____	belong	_____	forfeit	_____
rejoice	_____	perhaps	_____	compose	_____
rest	_____	emboss	_____	form	_____
renew	_____	permanent	_____	enter	_____
injure	_____	wriggle	_____	forgive	_____
remake	_____	periwinkle	_____	course	_____

Name_____

Write three words using this part -- atter

Example: atter as in platter

1.

2.

3.

Write three words using this part -- eeze

1.

2.

3.

Write three words using this part -- ion

1.

2.

3.

Write three words using this part -- oan

1.

2.

3.

Write three words using this part -- squ

1.

2.

3.

Write three words using this part -- ell

1.

2.

3.

Name_____

Write three words using this part -- oil

1.

2.

3.

Write three words using this part -- urn

1.

2.

3.

Write three words using this part -- ight

1.

2.

3.

Write three words using this part -- ump

1.

2.

3.

Write three words using this part -- ph

1.

2.

3.

Write three words using this part -- ful

1.

2.

3.

Name_____

WORD ANALYSIS

Many times two or more letters come together in a word and have a new sound. Know these parts and you will learn many new words.

These parts: wh - sh - ay - ch - are in the words below. Put the parts in the square beside each word. Say the words and hear the parts.

say	shoe	play
wish	day	who
what	much	maybe
chain	why	shower
ship	chop	shook

By using the parts above finish these words.

wa- -	st- -	ar- -	gr- -
tr- -	cat- -	- -en	- -are
whi- -	- -ere	br- -	blemi- -
fi- -	- -alk	gna- -	ea- -
ca- - ier	lat- -	- -at	- -ip

Name_____

Draw a line under the little word you see and hear in the big word. Write the little word.

abide	airship	brace	bray
_____	_____	_____	_____
appoint	dwell	fadeless	melon
_____	_____	_____	_____
arrest	deface	gnash	kingdom
_____	_____	_____	_____
blame	checked	fable	moment
_____	_____	_____	_____
cabinet	commence	habit	pester
_____	_____	_____	_____
canopy	coral	hardy	puppet
_____	_____	_____	_____
cargo	embark	homesick	railroad
_____	_____	_____	_____
content	fondle	infant	recent
_____	_____	_____	_____
crate	frightful	iceberg	rainbow
_____	_____	_____	_____
credit	embrace	kidnap	remove
_____	_____	_____	_____

Name_____

Draw a line under the little word you see and hear in the big word. Write the little word.

affair	armor	bayberry	bellows
_____	_____	_____	_____
bit	borrow	dasher	dragon
_____	_____	_____	_____
blacksmith	bumper	dipper	comforter
_____	_____	_____	_____
earthenware	gloomily	grasped	glittering
_____	_____	_____	_____
flint	gridiron	heartiest	highway
_____	_____	_____	_____
footman	hangar	horizontally	inherit
_____	_____	_____	_____
frock	haycock	improved	knight
_____	_____	_____	_____
gathered	lever	lofty	mart
_____	_____	_____	_____
gleaming	linked	monoplane	panther
_____	_____	_____	_____
glint	motionless	tenant	throb
_____	_____	_____	_____

Name_____

Draw a line under the little word you see and hear in the big word. Write the little word.

abandon	bagged	baton	becalmed
_____	_____	_____	_____
abound	bellows	confine	gram
_____	_____	_____	_____
acute	billowy	divan	halyard
_____	_____	_____	_____
afterhold	booty	dusky	grub
_____	_____	_____	_____
animated	bulrush	embarked	hart
_____	_____	_____	_____
array	buoyant	emit	isolate
_____	_____	_____	_____
capsize	cataract	engrave	jointed
_____	_____	_____	_____
castonet	chink	eventide	lout
_____	_____	_____	_____
chanted	confirm	flintlock	mermaid
_____	_____	_____	_____
cockle	corduroy	freshet	moat
_____	_____	_____	_____
comet	detailed	gills	ordinary
_____	_____	_____	_____

Name_____

Below you will find some compound words. Write the two little words that make the big word.

become	homesick
_____ _____	_____ _____
keyboard	myself
_____ _____	_____ _____
railroad	something
_____ _____	_____ _____
homestead	bayberry
_____ _____	_____ _____
inland	birthday
_____ _____	_____ _____
manage	earthenware
_____ _____	_____ _____
whereby	extraordinary
_____ _____	_____ _____
rainbow	maybe
_____ _____	_____ _____
himself	fireplace
_____ _____	_____ _____

Name_____

Make a compound word from the two small words.

sun	ball	fade	sight
base	shine	less	eye
_____		_____	
_____		_____	
way	land	age	man
green	side	stead	home
_____		_____	
_____		_____	
ever	self	sick	birth
green	him	day	home
_____		_____	
_____		_____	
out	where	rail	road
no	side	board	key
_____		_____	
_____		_____	
false	spun	fast	way
home	hood	break	high
_____		_____	
_____		_____	

Name_____

DIFFERENCES BETWEEN m AND n.

Study these words:

meat, neat, gun, gum, dine, dime, may, nay, nine
mine, moon, noon

Write the right words in the blank spaces.

1. Mother,_____I help you?
2. Is your paper _____?
3. Three and six are _____.
4. The Sunday paper costs a _____.
5. We eat lunch at _____.
6. A boy had a new toy_____.
7. The _____shines at night.
8. I like to chew _____.
9. Did you have _____for dinner?
10. _____I go with you today?

Use either m or n and make new words in the lists below.

__ight	__ister	__arrow	__anage
__ow	__ail	__achine	__ervous
__ade	__eighbor	__asty	__arble
__ever	__issed	__ative	__urse
__uch	__ate	__agic	__ellow
__orth	__umber	__otice	__estle
__onth	__other	__edicine	__erry

Name_____

DIFFERENCES BETWEEN t AND th

1.	2.	3.	4.	5.	6.
than	tin	tank	bat	hat	pat
tan	thin	thank	bath	hath	path

7.	8.	9.	10.
trill	tick	ten	tree
thrill	thick	then	three

By using the sets above put the right words in the sentences below.

1. Drink milk and you will not be _____.
2. The mud is _____ on the street.
3. I bought a brown _____.
4. We walked up the garden _____.
5. There were _____ boys playing ball in the park.
6. Oil is kept in a big _____.
7. I enjoy the shade of this big _____.
8. We use a _____ in a ball game.
9. The birds _____ the notes of their songs.
10. You ran a great deal farther _____I did.

Name_____

DIFFERENCES BETWEEN sh AND ch

Finish the words with the correct part of the word: sh or ch

1. The boy went to the forest to - - op wood.
2. Please do not eat too mu- -.
3. Do not drop the di- - .
4. The sun does not- -ine when it rains.
5. I would like some fre- - eggs.
6. He sailed away in a big- - ip.
7. I have never seen su- - big trees.
8. Rats and mice like- - eese.
9. Whi- - boy will do an errand?
10. Wat- - the stars twinkling in the sky.

Read these words orally.

shut	chicken	shed
dish	smash	rich
children	such	chapter
catch	shop	fresh
bench	cheek	which
ship	chop	dash
much	catch	cash

Draw a line under the parts - sh and ch - in the words above.

Name_____

DIFFERENCES BETWEEN ar AND or

1.	2.	3.	4.	5.	6.	7.
barn	card	farm	stark	harsh	farmer	park
born	cord	form	stork	horse	former	pork

8.	9.	10.
warm	far	lard
worm	for	lord

By using the sets above put the right words in the sentences below.

1. The _____plants oats in the spring.
2. The red box is _____you.
3. I was _____in the month of September.
4. We tie bundles with _____.
5. Potatoes are fried in _____.
6. The _____is a tall bird.
7. Are you going to live on this _____?
8. I went walking in the _____.
9. Do you keep the _____in the barn?
10. It is very _____today.

Name_____

DIFFERENCES BETWEEN <u>an</u> AND <u>en</u>

Put <u>an</u> or <u>en</u> in the right places.

1. Drive carefully. Help prev- -t accidents.
2. His - -cestors were famous people.
3. The robins v- -ished when the cold weather came.
4. H- -ceforth, we will dine at six.
5. These toys are very exp- -sive.
6. I was amused at the boy's - -swer.
7. Thomas Edison was an inv- -tor.
8. The br- -ches of the tree were b- -ding to the ground.
9. We had s- -dwiches for lunch.
10. Mary ate a great deal of c- -dy.

Use <u>an</u> or <u>en</u> and make new words below.

w - - t	resid - - t	c - - oe
lin - -	- - kle	ch - - ce
- - gry	org - - ized	- - gineer
underst - - ding	adv - - ture	exch - - ge
gr - - dmother	ag - - t	ev - - t
contin - - t	- - noy	gr - - ite
p - - nies	b - - ister	k - - nel
m - - ufacturing	c - - cel	sp - - d
indep- -d- -t	c - - tral	t - - der

Name_____

Find the correct word and write it in the blank spaces.

1.	2.	3.	4.	5.	6.
big	stick	ticks	deck	far	sang
bag	stack	tacks	dock	for	sing
bug	stuck	tucks	duck	fur	song

7.	8.	9.	10.
limp	pen	lick	full
lamp	pin	luck	fill
lump	pan	lock	fell

1. It is fun to play in a hay_____.
2. A beetle is a _____.
3. Can you swim like a _____?
4. We put up our pictures with _____.
5. Please light the _____.
6. A key fits in a _____.
7. Mother wears a _____on her dress.
8. I will sing a _____.
9. His pockets are _____of apples.
10. The cat has white _____.

Name_____

HARD AND SOFT C

Draw a line under the words in which the letter c sounds like s. Usually c sounds like s before e, i, and y.

1. Fences are often placed around back yards.
2. Catherine lives in a big city.
3. Lucy lives in the country.
4. Lucia likes to paddle a canoe.
5. These nice pickles cost ten cents.
6. Make a cross in the center of the square.
7. Come and meet the nice people.
8. Columbus discovered America.

Draw a line under words that have soft c in them.

Put a cross by words that have hard c in them.

chance	scientist	brace
continent	acquainted	scarce
crack	importance	cancel
circus	section	traffic
crops	capacity	mince
bacon	consequence	iceberg
recipe	electric	record
physical	bicycle	sauce
grocery	beacon	perfect
succeed	embrace	grocer

Name_____

Besides having a, e, i, o, and u, as vowels another letter is sometimes used. That letter is y. When it is a vowel, it sounds like i. Sometimes it has a long sound and sometimes a short sound.

EXAMPLE:

long sound	short sound
fry	baby

Here is a list of words. In ROW I write the long sound of y. In ROW II write the short sound of y.

try	family	lady	shy
any	fly	sky	rainy
by	already	my	why
heavy	sly	story	study

ROW I	ROW II
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name_____

Write each of the following words under the vowel that shows the correct sound.

bone	flop	home	much	barn	fast
run	sun	past	box	pass	far
nod	cold	dug	lord	car	path
use	last	doll	go	got	spot
yard	porch	choke	march	us	
grass	are	born	cup	on	

o as in <u>sold</u>	o as in <u>hot</u>	o as in <u>corn</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

u as in <u>hut</u>	a as in <u>arm</u>	a as in <u>task</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name_____

Write the following words under the vowel that shows the correct sound.

does	beet	bead	cloud	love	down
knew	new	boat	cried	here	sight
fine	door	field	son	cow	blow
hope	try	fly	hour	dew	key
court	loud	come	use	but	few

e as in <u>we</u>	i as in <u>nice</u>	o as in <u>old</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

u as in <u>pure</u>	u as in <u>cup</u>	ou as in <u>shout</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name_____

SHORT i AND e

Draw a line under the words that make the following sentences correct.

1. A pig lives in a(pin, pen).
2. The cover of a box is called a(lid, led).
3. A dog is a good (pit, pet) for children.
4. We like to pay all our (bells, bills).
5. Wait (tell, till) I come.
6. I got a new (sled, slid) for Christmas.
7. Jack (fill, fell) down.
8. Do not (spell, spill) the milk.
9. I feel very (well, will) today.
10. She has a pretty (red, rid) dress.

Mark the short vowels (i and e) in the lists below.

it	fit	pet	tin
egg	bend	him	well
slid	spell	rid	hem
in	peg	which	bell
end	fill	red	bill
sled	step	fell	slid
spin	pig	set	kink
bed	set	left	limb
spill	will	hill	yelp

Name_____

Write each of the following words under the vowel that shows the correct sound.

bag	pass	wife	page	fan	red
den	drive	hid	sad	led	is
sake	seed	plate	tree	bide	he
milk	change	she	hit	bee	has
three	had	light	sent	lid	kite
big	pen	cent	wild	late	lame

a as in blame	a as in ham	e as in we
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

e as in set	i as in thrice	i as in bit
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name_____

Add s to the words below:

whisper_	abuse_	dessert_	film_
disarm_	agent_	fable_	mineral_
ship_	alarm_	fondle_	pester_
paper_	chamber_	furnace_	shield_
abide_	embrace_	germ_	snore_

Say the above words orally.

Add es to the words below:

catch_ _	guess_ _	grass_ _
watch_ _	church_ _	bless_ _
fish_ _	rich_ _	couch_ _
wish_ _	cross_ _	dress_ _
clutch_ _	branch_ _	crouch_ _

Say the above words orally

Add ed to the words below:

anger_ _	boss_ _	bolt_ _	accomplish_ _
appear_ _	bound_ _	dart_ _	erect_ _
arrest_ _	charter_ _	croak_ _	embroider_ _
attract_ _	check_ _	gasp_ _	blast_ _
avoid_ _	blast_ _	imprison_ _	link_ _

Say the above words orally.

Name_____

Add ing to the words below:

snow_ _ _	bayberry_ _ _	exclaim_ _ _	bomb_ _ _
blow_ _ _	billow_ _ _	despair_ _ _	attract_ _ _
wish_ _ _	complain_ _ _	butter_ _ _	avoid_ _ _
bind_ _ _	furrow_ _ _	comb_ _ _	exact_ _ _
bawl_ _ _	disgust_ _ _	dwell_ _ _	blast_ _ _

Say the above words orally.

Add er to the words below:

calm_ _	strong_ _	build_ _	black_ _
soon_ _	sand_ _	hard_ _	farm_ _
dark_ _	bark_ _	hang_ _	plant_ _
count_ _	pink_ _	paint_ _	golf_ _
short_ _	damp_ _	buy_ _	lead_ _

Say the above words orally.

Add y to the words below:

cheer_	guilt_	greed_	stock_
gloom_	gloss_	mess_	jell_
wear_	grocer_	sulk_	bulk_
drear_	filth_	scratch_	snow_
grump_	chalk_	kink_	glue_

Say the above words orally.

Name_____

Add ly to the words below:

blind_ _	on_ _	uncertain_ _	frightful_ _
live_ _	kind_ _	usual_ _	awful_ _
especial_ _	immense_ _	social_ _	home_ _
dumb_ _	ideal_ _	generous_ _	dismal_ _
quiet_ _	quarter_ _	cheerful_ _	brief_ _

Say the above words orally.

Add est to the words below:

near_ _ _	hard_ _ _
dear_ _ _	clean_ _ _
fair_ _ _	deep_ _ _
quiet_ _ _	poor_ _ _
dumb_ _ _	gray_ _ _

Say the above words orally.

Name_____

Here are some endings:

s - ly - ed - ing - est - es - er - y

Put correct endings on the words below:

choir	cheer	check	belt
brief	blind	fable	clutch
butter	quiet	catch	mess
dear	generous	ferry	embroider
altar	anger	gravel	adopt
frightful	disgust	gnash	beacon
near	germ	erect	brisk
snow	exact	wish	chapel
		buy	fish

Draw a line from the word to the correct ending.

fish	ed	bomb	s
defend	y	charter	ly
evergreen	es	embrace	ing
froth	s	blind	ed

Name_____

Use ed and ing to work out new words. Draw a line from each word in the first column to its derived word in the second column.

1.	2.	1.	2.
help	buttered	bray	renting
show	washed	annoy	defending
wash	helped	defend	alarming
stay	walked	dwell	halting
walk	showed	alarm	dwelling
call	stayed	halt	annoying
butter	called	rent	braying

Cross out the words that do not belong in the sentence below:

1. The girls walk---walked to the store.
2. He butter---buttered his slice of bread.
3. Will you call---called for the package?
4. I would like to stay---stayed with my grandmother.
5. The boy went in the house and wash---washed his hands.
6. The fire alarm---alarming rang many times.
7. The family lived in the new dwell---dwelling.
8. Have you heard the donkey bray---braying?
9. The army came to a halt---halting very suddenly
10. Will you pay the rent---renting tomorrow?

Name_____

REVIEW ON ENDINGS

Put a circle around the endings in the following lists of words:

balcony	hasty	shallowest
blasting	racer	seriously
actions	kindling	sulky
abiding	ugly	tender
bravery	greedy	treated
blessed	omitted	trespassing
bouncing	overalls	smoothly
calmly	quickly	thorny
checked	meekest	thrilling
bustling	knocked	ugly
cutest	reeds	vowels
gloomy	sealed	yelped

Add endings to the words below. Be sure to choose a correct ending for each word.

evergreen	alarm	hangar
deposit	carpenter	knight
film	ebon	impatient
bray	joint	loft
smooth	notch	present
cliff	flint	billow
bind	gasp	comet
keen	impress	dusk

Name_____

RHYMING

Fill in the blank spaces with words that will finish the rhymes.

1. The little boy took the broom
   Said he, "May I sweep the _____?"

2. Once a tiny fairy I tried to follow
   But I couldn't get into her tree trunk _____.

3. Can't you hear the tolling of every bell
   Listen! Each has its story to _____.

4. It's soft and silently falling all around
   This snow that's rushing, whirling to the _____.

5. He's fat and furry, white and yellow
   My puppy----the cutest little_____.

6. Nails, hammer, paint and boards I remembered to bring.
   Just one thing did I forget-----the_____.

Name_____

MORE RHYMES

Fill in the blanks with words that rhyme with the words underlined.

1. Tommy had a little pig
   Its color was black as ink
   It was so tame that from his hand
   The pig would eat and _____.

2. Come our way
   The elves are _____
   Witches are spry
   As they sail in the _____
   Pumpkins look proud
   Children shout _____.

3. The wee baby was born in a manger
   And Wise Men came to see the little _____.

4. The moon and stars sail in the deep blue sky
   My thoughts as I watch them passing _____
   Are dreamy ones - I wonder _____?

Name_____

THE "SION" FAMILY

In the lists of words below pick out all the words that belong to the "sion" family. Write your words in a list at the bottom of the page.

1.	2.	3.
confession	irritate	foreign
discussion	mission	expression
obsession	geranium	furnace
accomplish	procession	glimpse
impression	emblem	session

Make your list here. Say the words orally.

Write the word that means "a parade". _____

Write the word that means "to do something". _____

Name_____

THE "TION" FAMILY

In the list of words below pick out all words that belong to the "tion" family. Write your words in a list at the bottom of the page.

1.	2.	3.
bargain	education	often
nation	foundation	devotion
appoint	granite	melon
avoid	situation	habitation
combination	motion	mince

Make your list here. Say the words orally.

What word means "strong affection"? _____

What word means "a dwelling place"? _____

Name_____

PREFIXES

Make compound words by adding to to the beginning of the words in the column below.

EXAMPLES:

morrow	tomorrow
1.	Write the words here:
day	_____
gether	_____
night	_____
ward	_____

Make compound words by adding be to the beginning of the words in the column below.

EXAMPLES:

come	become
1.	Write the words here:
fore	_____
long	_____
side	_____
cause	_____
hind	_____
low	_____

Name_____

un means not

re means again

These are prefixes. Put these prefixes in their places with the words below.

un	un	un
_ _happy	_ _do	_ _caught
_ _able	_ _tie	_ _belt
_ _kind	_ _belief	_ _becoming
_ _easy	_ _aided	_ _baked
_ _fair	_ _charted	_ _button

re	re	re
_ _turn	_ _draw	_ _bound
_ _pay	_ _sound	_ _call
_ _do	_ _cast	_ _build
_ _paper	_ _cite	_ _comfort

By using your dictionary write five words that begin with un.

By using your dictionary write five words that begin with re.

Name_____

Put an X under the vowels in the words below. Do you hear the sound of each vowel?

amount	glass	listen
along	hunt	print
always	quick	rabbit
board	mail	interest
bird	kick	real
better	ought	sister
both	leave	something
bought	safe	open
bridge	number	quite
broken	order	money
button	mountain	knew
child	happen	head
chair	learn	smoke
cost	o'clock	push
count	practice	size
cut	green	suppose
decide	state	thousand
first	true	without
floor	yesterday	there
friend	whether	surprise
fruit	struck	window

Name_____

Many words are mispronounced because all the syllables are not clearly pronounced. Listen and hear all the syllables in the words below.

Make a game of pronouncing these words. Divide the class into two teams. The team that makes the fewer errors wins the game. Be sure and listen!

1. history -- his-to-ry
2. geography -- ge-og-ra-phy
3. grocery -- gro-cer-y
4. memory -- mem-o-ry
5. poem -- po-em
6. arithmetic -- a-rith-me-tic
7. separate -- sep-a-rate
8. February -- Feb-ru-a-ry
9. pumpkin -- pump-kin
10. victory -- vic-to-ry
11. pupil -- pu-pil
12. factory -- fac-to-ry
13. governor -- gov-er-nor
14. Saturday -- Sat-ur-day
15. umbrella -- um-brel-la
16. January -- Jan-u-a-ry
17. hundred -- hun-dred
18. quiet -- qui-et
19. chimney -- chim-ney
20. polite -- po-lite
21. partner -- part-ner
22. longest -- lon-gest
23. children -- chil-dren
24. something -- some-thing
25. escape -- es-cape
26. engine -- en-gine
27. yesterday -- yes-ter-day

CHAPTER IV

Summary and Conclusions

The writer recognizes the workbook to be of no value unless the persons making use of it recognize the following factors which underlie the basic philosophy of auditory perception as shown by the research in Chapter I and summarized as follows:

I. Discrimination is a process of differentiation; perception is a higher level process of recognition. Auditory perception must not be conceived as a separate entity -- the reaction should be that of a total organism to a given situation.

II. Auditory perception is a crucial aspect of oral language development at all levels. Goals of instruction in auditory perception should include the following items:

- A. awareness of word elements in a sentence
- B. ability to discriminate between likeness and differences in the sounds of words
  - 1. ability to recognize identical sounds
    - a). initial sounds
    - b). medial sounds
    - c). final sounds

2. ability to distinguish between closely related sounds

C. ability to pronounce, enunciate, and articulate words accurately

D. ability to follow directions.

III. In developing auditory perception, consideration should be given to speech habits and the noting of likeness and differences in the sounds of words.

IV. Inadequate auditory perception may be caused by a hearing impairment, an inadequate background of experience, a lack of mental maturity, and associative learning handicaps.

V. In conclusion it becomes very apparent that professional literature on auditory perception as a factor in reading is very meager. More material can be found on the primary level rather than on the intermediate level. Thus it becomes obvious that there is a crying need for more literature and research to be done on the intermediate level.

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